

PERSONAL COLUMN

Imagine two serious candidates applying for a job in a high explosives factory. One is ideally suited to the post by temperament and technical skill, and has spent many successful years in a similar position at a privately owned explosives factory. The other is less suited by temperament, markedly less skilled, and has no experience at a similar level.

Naturally, the board would like to appoint the first candidate. But the observer from the ministry informs them that, as this is a nationalized factory, only those with a nationally recognized high explosives management qualification can be appointed. The first candidate, having been in the private sector, lacks such a qualification. The second candidate must therefore be appointed, despite his inferior qualities and experience.

In the context of high explosives, such a position would cause outrage. But in the teaching profession – at least as tricky, important and in its own way dangerous – such attitudes are par for the course. Teachers who lack paper qualifications are generally debarred regardless of their qualities and experience. Exceptions are made only in subjects where there are insufficient "qualified" candidates to fill the posts.

Of course, teachers from independent schools, colleges, polytechnics and universities could go through the mill and get their Post Graduate Certificate in Education like good little boys and girls – as long as they don't mind interrupting their careers to do so. But most of them do not wish to suffer such interruptions.

Who knows how much talent, how much relevant experience, how many remarkable men and women have been lost to maintained schools as a result?

It is almost impossible to find a rational explanation for this peculiar form of self-denial on the part of the maintained system. Restricting one's own field of choice in advance by refusing to consider possibilities that may prove superior is a bizarre way to go about running any system, let alone a system that aspires to enlightenment and liberal education. What has brought about this absurd state of affairs?

The answer lies in one word: qualifica-



OLIVER LETWIN

Bits of paper

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tionitis. This disease – probably of Victorian origin – reached epidemic proportions in the middle of the 20th century. Its psychopathology is intense, and by now well understood.

The patient begins with the perfectly rational proposition that training generally improves performance. However, he gradually becomes obsessed with the means rather than the end, paying increasing attention to the training rather than the performance which is meant to result. He develops a severe anxiety that lack of training will be an unmitigated disaster, regardless of its effect on performance.

The patient seeks to relieve this anxiety by insisting on paper qualifications – outward tokens that training has taken place. But, in the true fashion of a neurotic condition, the tokens themselves become the objects of an obsession. Even where the substance of superior performance is available from those who are "unqualified", this is rejected in favour of the paper certificate.

The results of qualificationitis have been far reaching. Experienced and successful practitioners in many fields are regarded with scorn and derision, merely because they do not possess a suitable piece of paper. Businesses prefer to appoint brash, narrow-

minded young people so long as they have MBA's; universities prefer to appoint ignoramuses, so long as they have PhD's; restaurants prefer to appoint pretentious chefs with certificates from cookery schools.

The treatment of those who still suffer from this disease may involve years of patient analysis. The general preference for the "qualified" over the excellent is as difficult to eradicate as any other widespread fashionable neurosis. But the statutory enshrinement of the neurosis in the rules of the teaching profession could be remedied in a trice. The Government could simply allow maintained schools to appoint the candidates whom the selectors regard as best, without reference to paper "qualifications".

This move would at least open the way for selectors who were not afflicted by qualificationitis. It would subject teacher-training institutions as a group to healthy competition for the first time in many years. And it would increase the chances of inducing people in other professions to think of teaching as a realistic option. If superior candidates without paper qualifications turned out to be available, then the standards of teaching would rise as soon as the barriers were broken down.

No damage could be caused by deregulation, since there would still be many places available in teacher-training institutions, and schools would still be able to select candidates with such qualifications whenever they wished. If those candidates who had been trained in teacher-training institutions turned out to be better than those who had not, PGCEs and BEds would go on being prized, with no need for statutory cartel to support them.

All in all, it seems extraordinary that Government devoted to choice and competition should have delayed so long in making so simple a change. There is a legislative impediment to progress. Indeed, no new Act is required. The Secretary of State needs merely to announce that he admits to "Qualified Teacher Status" – a candidate who is duly appointed by appropriate authorities in any maintained school. The liberalization could, in other words, be achieved by the stroke of a pen. Kenneth Baker should get out his pen and start writing – the faster the better.

NEXT WEEK

Free for all

How open enrolment can mean less choice and greater cost

Troubled times

Ulster schoolchildren are less disturbed by the threat of terrorism than those in the mainland, according to research

In black and white

John Eggleston reviews books on race and education

Into the unknown?

Research Machines, Archimedes and IBM PC compatibles: Mike Thomas on the difficulty of choosing

Extra:

Video and broadcasting

Educational Supplement

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Loophole in Act highlighted by governors

by Julia Hagedorn

A decision by an inner-London school's governors not to send parents a copy of their annual report has thrown the implementation of a section of the 1986 Education Act into confusion.

The section of the Act requires governors to produce an annual report on their school, to give a copy to every parent, and to hold a parents' meeting at which it can be discussed. But the Act and the circular which accompanied it, were silent on who should prepare the report, and how it would be printed and paid for.

But the governors of Primrose Hill junior mixed and infant schools in Camden decided last term that it was unreasonable to expect them to produce a report without extra resources. The school could not afford it, and did not want the governors to pay for it.

Ms Bee Thompson, who chairs the governing body, said that if governors were asked to provide the money, it would in future erode those who could not afford this kind of expenditure from the governing body.

The governors wrote to the Education Secretary expressing their dissatisfaction. They also sent a letter to all parents with a synopsis of the annual report explaining the reasons for this and stating that copies of the full report were available at the school.

At no time, Ms Thompson says, were the governors informed that schools had to pay for the report or, indeed, what the exact legal requirements of the Act were.

The Department of Education and Science, when it replied to the school's letter, put the responsibility firmly on the local authority. The DES maintains that the costs incurred by a governing body carrying out its func-

tions under the 1986 Act form part of a school's annual running costs and should be met by the local authority.

However, guidelines from the Inner London Education Authority say that, as a rate-capped authority, the ILA could only find the extra money by taking it from another area of expenditure, probably capitation.

The ILA hoped that heads would be able to pay for extra secretarial hours from existing resources.

Ms Carolyn Turner, administrative head of the ILA schools branch, said that the authority did not expect governors to find the money themselves. She admitted that at a meeting of a working party on school reports held earlier this term, worries over report financing had been expressed and representations were being made to the DES about the lack of money.

But, she said, the report need not be more than four pages long and this could be printed locally for about £30 per thousand copies.

The lowest quote Ms Thompson managed to get was £100. The Primrose Hill report ran to seven pages but the governors felt that if it was to be of any value it must incorporate separate sections from both schools.

In a limited response to a survey sent out to all inner-London schools by the ILA working party, about 25 per cent of schools' governing bodies took on the publication of the report themselves. The rest had been financed by the school.

There is some doubt over whether the revised report sent by Primrose Hill did fulfil the requirements of the Act. However, the Act mentions no sanctions against governors for failing to meet its requirements.



Be prepared

If you go down to Tower Hamlets in inner London, you will come across the country's first Muslim-only scouts' troop.

The troop – 786 Tower Hamlets – has 20 members, all of Bangladeshi origin and is just celebrating its first birthday.

An attempt has been made to set up another troop for Asian boys in neighbouring Bethnal Green – but has so far been unsuccessful because of difficulties in finding accommodation for meetings.

The Muslim scouts promise to obey Allah and the country rather than God and the Queen but, in other respects, they carry out their activities in the same way as all other scouts.

Features page 24.

Baker backs down on core curriculum

by Barry Hugill and Sue Surkes

Education ministers have given in to critics who say the national curriculum should take up 70 per cent of the average fourth and fifth-former's timetable rather than 80 to 90 per cent, as suggested in the curriculum consultative document.

The Government hopes this will be seen as a major concession and will go some way towards placating critics of other parts of the Education Bill, to be published today.

The move, which will affect the guidance Mr Kenneth Baker gives to his subject working groups, will allow pupils to study more subjects outside the proposed 10 foundation subjects than were originally envisaged. The idea is that youngsters will take other subjects in addition to, rather than instead of, the foundation subjects.

Response to the national curriculum consultative document repeatedly warned that the Government's proposals would squeeze out many subjects currently taught in schools. Latin and home economics teachers have fought a particularly strong campaign.

The national curriculum proposals will kick off the Education Bill and will be followed by open enrolment, local financial management and opting out. Proposals for further and higher education and the Inner London Education Authority will come at the end and will almost certainly be "guilt-tripped" in Parliament.

Mr Jack Straw, Labour's education spokesman, is hoping to upstage Mr Baker this afternoon by revealing details of an analysis conducted by Labour Party researchers of the 14,000

Further ammunition for opponents of the opting-out clause came from the House of Commons all-party Committee of Public Accounts on Wednesday. It claimed i.e.s.s. were wasting £150 million a year by failing to close schools with inadequate numbers.

The two local authority associations, the Association of Metropolitan Authorities and the Association of County Councils, have written to Mr Baker saying that his plan to allow schools to opt out of local authority control will make it more difficult for i.e.s.s. to manage falling school rolls.

Full story, page 10

Debate over the Bill, pages 12 and 13

AS level gains small foothold

by Linda Blackburne

At least four universities in England and Wales will now accept Advanced Supplementary levels as an alternative to two A levels, says a guide published by the Committee of Vice-Chancellors and Principals and the Standing Conference on University Entrance (1987).

The guide, first published last year, explains how all of England and Wales' 40 universities will incorporate AS levels into their entrance requirements. An announcement on Scottish universities will be made in December.

The main changes in the revised guide are:

• Most universities will still require

two A levels as the minimum entrance requirement, but some will now also accept one A level plus two AS levels or four AS levels.

• AS levels will be accepted in place of named A levels for entry to more courses.

Kent, Lancaster, London and York Universities will accept four AS levels. In its contribution to the guide York says: "It is expected that some departments will in future seek to give precedence to candidates offering a broader spectrum of AS level subjects."

About a third of the country's medical schools have incorporated AS levels

into their entrance requirements. The rest have agreed to examine how AS levels can be most "appropriately" included after they study AS level syllabuses.

All universities will accept two AS levels in place of a third A level for nearly all courses.

Meanwhile, Mr Allister Cox, the head of the Royal Grammar School in Newcastle upon Tyne, has called on the Higginson A level review committee to back a switch to AS Levels so that sixth-formers aiming at higher education might eventually take five or six AS level subjects instead of A levels.

NOTICEBOARD

No 331

CROSSWORD by Ruth

PEOPLE...

Mr Raphael Wilkins, formerly assistant to the Select Committee on Education, Science and Arts at the House of Commons, to be education officer at the Association of London Authorities.

Mr Michael Lerner, acting head of Abbotsham school, Surrey, to be headteacher of Whitehall secondary school, Plymouth, on the retirement of Mr Neil Cobb.

Sunderland Polytechnic has appointed Mr Howard Layfield as deputy rector. He replaces Dr R. Cowell, who is to become director of Trent Polytechnic, Nottingham.

Dr Hilary Graham, currently head of department of applied social studies at Coventry Polytechnic, is to become professor of applied social studies at Warwick University.

CONFERENCES...

November 21
Aids: a medical and educational approach for teachers and child health specialists at the Logan Hall, University of London. Fee £24.50. Details from Jane Jones, the Newbourne Group, Greater London House, Hampstead Road, London NW1 7QQ.

November 21
Hospital and home teachers, organized by the University of Newcastle-upon-Tyne at the Civic Hall, Wallsend, Newcastle. The conference will focus on curriculum initiatives. Fee £2.50 including lunch. Details: Catherine Clark, school of education, St

Thomas Street, Newcastle-upon-Tyne.

November 26
Tomorrow's engineers and scientists: changing education 16-18, organized by the Standing Conference on Schools' Science and Technology and the Engineering Council, at the Royal Aeronautical Society, 4 Hamilton Place, London W1. Speakers will re-examine Britain's future requirement for qualified scientists and engineers. Fee: £45, including buffet lunch. Details: Joanne Smith, SCST, 1 Birdseye Walk, London SW1. Telephone: 01-222 7899 extension 320.

December 10
Our Common Future. Christmas conference for fifth and sixth formers at International Students House, London W1, organized by the Council for Education in World Citizenship. Speakers include Jonathan Porritt, David Nandy, Richard Sandbrook and Uma Ram Nath. Fee: £7.50, including background notes and buffet. Details: CEWC, Seymour Messes House, London W1H 9PE.

December 11
Local financial management, organized by the Institute of Civil Engineers.

Great George Street, London SW1.

Speakers include Education Secretary Kenneth Baker, David Hill, David Hart and Quentin Thompson. Fee: members £58.65, others £69. Details: Rachel Lloyd, Education Department, The Industrial Society, 48 Bryanston Square, London W1H 7LN.

COURSES...

November-January
Effective in-service training: A short course at University College, London, for educational psychologists, advisers and advisory teachers. On November 23, December 7 and January 11. Details: Noreh Frederickson, Department of Child Psychology, University College London, Gower Street, London WC1.

December 3
National Educational Resources Information Service. A seminar for teachers and librarians, organized by the Library Association and the Education Librarians Group at the Post House Hotel, Milton Keynes. Fee: members £5, others £5.50. Details: Alan Cooper, NERIS, Maryland College, Leighton Street, Woburn MK17 9JD.

December 4-6
The child with cerebral palsy in school: A course for staff of any discipline in special or mainstream schools who cater for children with CP. Participants are invited to bring case studies, videos or slides which would be of interest. Fees (which include accommodation and meals) £102. Details: Castle Priory College, Thames Street, Wokingford, Oxon OX1 0JH.

PUBLICATIONS...

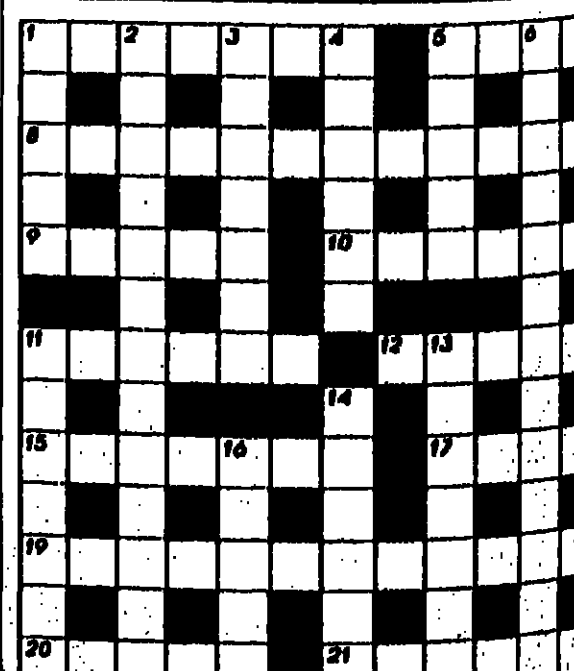
An evaluation of Guidelines for Review and Internal Development in Schools (GRIIDS) in Leeds is available from the Publications Secretary, School of Education, Leeds University, Leeds LS2 9JT for £3. Cheques should be made payable to the University of Leeds.

Conservation. A 28-minute film made for the World Wildlife Fund's global campaign for conservation awareness. The video is accompanied by a free 14-page illustrated booklet. Order forms from Film Conservation, WWF International, 1196 Gland, Switzerland.

The Control of the Curriculum by Eric Bell and The Control of Local Education Resources by Jackson Hall, are two new publications available from the Librarian, School of Education, Durham University, Leazes Road, Durham DH1 1TA at £1.70 each (including postage). Cheques should be made payable to the University of Durham.

COMPETITIONS...

Music: The Third National Schools Make Music competition sponsored by Record Tokens requires children between the ages 11 and 18 to compose and perform an original piece of music lasting no longer than three-and-a-half minutes. Closing date for registration: November 28. Prizes include more than £5,000 worth of musical equipment. Details: Competition co-ordinators, Butler-Douglas Communications, 9 Abbots Yard, 26 King Street, Royston, Herts SG8 9AZ.



Across

1 Gentleman: burglar held to raise money for charity (7)
2 Numbers of Roman about the city (2)
3 Do some trading when in need? (5, 3, 3)
4 Swift portrayal of a brilliant lout (5)
5 Fever racy produce. First-class alarm (7)
6 Dialect: a new T-shirt (6)
7 Where food is prepared on board an old Greek warship (6)
8 Crime of a roofer of stolen goods (7)
9 Cling about a lady's hat (5)

Down

1 Speak when you're spoken to (5)
2 One always searching for now times? (5, 3, 5)
3 Instructions for the French boys (7)
4 Fumes: capital causing a lot of damage (6)
5 Cornish banker arrived at Lenthornhead (5)

19

The last straw if you have only one pencil (6, 5)
20 Concluded that many are in need, perhaps (7)
21 Discomfiting person getting to rest, perhaps (7)

6

He showed speech away (7)
7 A schoolboy left (7)
11 Now, in difficulty (7)
12 A staff conference (7)
13 Come and perform (7)
14 Out of gear (7)
15 Start to perform (7)
16 Solution to puzzle (7)

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WAITING FOR THE BILL

It all goes according to plan, this will appear on the morning of the publication of the Education Bill. Yesterday, the Cabinet was expected to give the finished work its collective sanction, and today the world will have the chance to see how much or how little of the manifesto and the discussion documents have filtered through the hurried consultative process into the stilted language of the parliamentary draftsman.

Further speculation at this stage, therefore, is pointless: next week *The TES* will carry a full analysis and comment. Two documents published within the last few days, however, offer sidelights on some of the issues which have come to dominate the educational debate (pages 12 and 13). The Liberals have published a pamphlet by Alan Leaman and Paddy Ashdown MP, their education spokesman, entitled *Choice Without Privilege*, which carries the provocative sub-title: *The Alternative Education Reform Bill*. And Mr Andrew Rowe, a Conservative backbench MP with Reform Group and One Nation tendencies, has issued his own Millgate (not Hillgate) pamphlet, *Chancing Change*, which in a roundabout way is critical of the Baker Bill.

Mr Rowe has to code his messages but you don't have to be a cryptographer to gather that he

sees the objections to opting out. He realizes, too, that a national curriculum which is prescribed by the Government in detail is liable to turn teachers into hacks. And he is unimpressed by the dubious logic of populist rhetoric which pins high hopes on the public spirited common sense of elected governors while attacking that of duly elected local councillors.

As one who himself has taught in "a major independent school" (it turns out to be his own old school, Eton) as well as in a university, Mr Rowe was clearly deeply influenced by his experience as a member of the Swann Committee which looked at the issues raised by Britain's increasingly multi-cultural schools. He echoes the fears of those who believe that open enrolment plus race prejudice equals segregated schools. When this was put to Lady Hooper in a TV interview last week, she cheerfully concluded that this might well be a price which had to be paid for giving some parents more opportunity to choose. If this is what the Government believes, and not just the insouciance of a parliamentary under-secretary of state for education and science, it had better be said loud and clear. If segregation is the price tag, Conservatives in both Houses might wonder if that is what they really want.

For the Liberals, Mr Ashdown and Mr Leaman

present a range of criticisms of the Government's stated policies in a forceful and readable form. No doubt most of these will be repeated when the debate reaches the House of Commons. On open enrolment, they set out the arguments for some measure of planning, even if this constrains choice. Financial delegation is close to the Liberals' own heart but they are suspicious of the Government's legal take-over of a promising local initiative. They condemn opting out and branch, seeing in it a crude expression of hostility to local government and a way of lowering standards in schools which remain part of the local authority system. The national curriculum doesn't add up and national testing betrays a conflict of incompatible aims. The London proposals are a "politically vindictive" mess. Plans for higher and further education are "simplistic"; the extension of access is too limited and they think that taken as a whole the changes will "entrench and accentuate the outdated and restrictive academic/vocational divide".

There is plenty of good sense here which is no doubt in line with the comments Mr Baker has received from the 14,000 responses he has been sent since he began his consultation exercise three months ago. Mr Ashdown and his colleague took on their critique of the Bill, their own proposals

in miniature. These include (rightly) more sources and a string of other Liberal policies which want a "common curriculum entitlement for children" which is "broad and balanced" leaving flexibility for schools and "a wide choice over alternative syllabi". (This sounds a lot like the Liberal desire to have their cake and eat it.) Teachers would get their pay negotiated rights back. Schools would be opened up to the community. Pre-school education would be a universal right. Various forms of continuing education would be offered to students aged 16 and over. A levels would be reformed. Youth service would get its statutory back. The charitable status of independent schools would be reviewed. Special needs guarantees would be beefed up. Every local education authority would have to produce a policy statement on justice, and there would be a new Department of Education and Training.

The difference between Mr Baker's Bill and Ashdown's alternative is that Mr Baker's is the maximum political impact at the minimum cash cost. Mr Ashdown's programme is, politically sexy - it provides the electorate with a divide about - and it would cost a bundle in property. Presumably that is why Mr Baker's Elizabeth House and the Liberals are not

BA (BOGUS)

One section of Mr Baker's proposed legislation which will win universal support is the one thought announced last week by Mr Robert Jackson, the parliamentary under-secretary of state responsible for higher education. It relates to the provisions which are to be added to the Bill to outlaw bogus degrees in Britain and those fraudulent British institutions which for many years made iniquitous profits by selling non-existent qualifications, mainly to foreigners.

A move against bogus degree "mills" is overdue. The discussion document which the Government has now issued (page 3) is only paragraphs long and begins by insisting, almost apologetically, that "the Government has consistently deplored" the people and bodies which engage in this disreputable trade.

The fact is, however, that over the years Conservative and Labour governments have had numerous opportunities to include a ban on bogus degrees among the miscellaneous provisions of Parliament has been asked to approve. The scandal has been well-known for years - but ministers have seemed determined to do the other way. Mr Jackson deserves commendation on eventually persuading his Secretary of State to act.

What is proposed has definite limitations. It will still be possible for foreign bogus degrees to be offered here, provided that the advertising and documentation ensure that the degrees on offer cannot be mistaken for those of the UK institution. This doesn't seem a very safe safeguard. An American bogus degree is not to pretend to be British; if it succeeds in doing so it will be because people are led to believe it is a bona fide American degree.

By restricting the use of "Bachelor", "Master" and "Doctor", the change in the law will close the most obvious abuses, but there could be loopholes relating to grandiose "certificates of licentiatehips" and so on.

In the past there have been attempts, particularly by some American institutions, to present degrees awarded for a combination of experience and study (or systematic "reflection") as equivalent to those obtained by the more traditional means of learning. The proposed legislation will prevent such institutions from presenting their degrees as equivalent to those obtained by the more traditional means of learning. The proposed legislation will prevent such institutions from presenting their degrees as equivalent to those obtained by the more traditional means of learning.

Earlier this week, an article in *The Guardian* calculated the consequences for parental choice in ILA of recruiting up to 1975 capacity, and found that only 84 extra places would be created in the 20 most popular schools, 59 of them in just two schools. An although 84 parents would then get their first choice, the current over-subscription figures suggest that more than 1,000 other parents would still be disappointed.

The Government may find it easy to dismiss critical comments from local education authorities. But they will not be too happy if the doors of the DES are besieged by parents from Croydon, Dewbury or Taunton who have had their hopes raised by inflated recruitment promises.

NO COMMENT

"The new British butler is 'typically a 45-year-old man who's been made redundant or had a business that's gone bust, or he's an ex-headmaster'." From *The Observer Magazine* (November 1987)



Where there's smoke... there was definitely fire at Kingswood School, Corby. But it was work as usual the next morning after an all-night rescue operation by cleaners, cooks and neighbouring schools, plus £50,000 from Northamptonshire education authority for lost equipment. (See Letters, page 21).

Bert Lodge on church leaders' doubts about Baker's plans

Clergy fears opting out will close its schools

The Government's controversial plans for grant maintained schools could lead to the end of Church schools if they sought to ease their financial problems by opting out of local authority control in sizeable numbers, a conference of church educationists was told this week.

Mr Geoffrey Duncan, Church of England schools officer, told a group of diocesan education representatives at a conference arranged by the Culham Institute, that the idea of no longer having to pay the 15 per cent of capital expenses was attractive. But he warned: "If a large number of schools are seen putting not one penny on the plate then it will be a powerful argument for a government of the future for having no Church schools at all. We should be paying for our extra privileges."

Earlier a member of the Government challenged the conference to say why some of the distinctive features of

Church schools should be withheld from the rest of the maintained system. Mr Alistair Burt, Parliamentary Private Secretary to Mr Kenneth Baker, listed independence, responsibility and choice as privileges enjoyed by Church schools. "If independence is important for your schools, why should it not be extended?" he asked.

Parents of pupils at Church schools expected higher academic standards, dedication from staff and higher discipline standards. Choice would allow more parents to benefit from these advantages. "Ask yourselves - should you have a monopoly?"

Mr Burt said he was saddened by the negative response of church leaders to the proposals. It was Mr Baker's feeling that the moral framework which underpinned Church schools was at present under threat. "Get the ethos of a school right and all else follows."

The Rev Paul Nicolson, vicar of Turville in Buckinghamshire, questioned Mr Burt's assumption of the moral superiority of Church schools.

He said his five children had all gone to a comprehensive school which was every bit as caring as a Church school. Speaking outside the conference, he said it was important Church schools "should not be used as a stick by the Tory party".

Mr Duncan said the distinctive experience of Church schools had not always been easy to achieve. "I sometimes think the Government is more idealistic about Church schools than we are."

Choice was desirable, but complicated; admission limits were only available when a school was oversubscribed. And diversity could lead to isolation and fragmentation. Some Church schools forgot they were part of a wider system of education, he said.

Decision delayed

by John Oakes

Tottenham's all black independent John Loughborough School, which is seeking voluntary aided status within Haringey's education service, is to be the subject of a full council report. A delegation led by Mr Keith Davidson, the headteacher, on Monday failed to persuade Labour councillors to vote to allow the school to lease or buy a redundant Haringey school, or to support its application to the DES for voluntary aided status.

But governors, parents and pupils in the council chamber were pleased when Mr Philip Jones, deputy council leader, said the matter deserved "extensive debate by the education committee after a full report. We need time to discuss this proposal in greater detail."

Mr Bob Harris, education committee chairman, earlier warned that the borough could run into legal difficulties by making an "in-principle" decision that might be overturned by the High Court.

PAT demands increase in merit allowances

by Jeremy Sutcliffe

The Professional Association of Teachers wants a 50 per cent increase in merit allowances for all good classroom teachers.

In its submission to the interim advisory committee on teachers' pay and conditions, PAT says the current allowance of £501 should be increased to £750.

They should be made mandatory for good classroom teachers; heads should be able to recommend "any number" of good teachers for the extra payments; and teachers should be able to keep their merit rise when they transfer schools. Area headteacher consultative groups should also be established so that criteria can be rationalized, says the association.

Last week the Government's proposals for a teachers' negotiating group to act as the permanent body to decide on pay and conditions were unanimously

Bogus degree 'mills' face heavy fines

by Ian Nash

Fraud Squad officers say that fines for handing out bogus degrees must be "swinging enough to price the degree mill merchants out of the market" if legislation outlawing them is to succeed.

Proposals to stop institutions selling bogus degrees were released in a Government consultation paper last week and will be inserted into the Education Bill.

If the legislation is passed, unauthorized bodies will face heavy fines for awarding the degrees of "Bachelor, Master and Doctor".

But Inspector Bob Moffat of the Fraud Squad, who has pursued the underground traders for more than three years, said this week: "There should be swinging fines for each and every degree certificate offered." Some institutions made as much as £1,000 on every useless award.

About 80 "degree mills" are known to exist in Britain, although the Council of Europe has suggested the figure is nearer to 150. The British Council says it receives about 500 complaints a year and the Government is concerned about the consequent damage to the image of UK higher education.

Many institutions sail close to the limits of the law "but often there is no criminal offence related", said Inspector Moffat, who would support tougher legislation than proposed. A recent crackdown in the United States has resulted in a seven-year goal sentence for one offender.

The proposals do not cover UK branches of foreign universities, but they will have to make it clear in all



advertisements, correspondence and documents that they do not award British degrees.

Protection will not be extended to certificates or diplomas, but the Government hopes that validation of many such courses will be tidied up by the National Council for Vocational Qualifications.

Mr David Parry, secretary of the British Accreditation Council which is responsible for approving qualifications from private institutions, is relieved that legislation demanded in the 1963 Robbins report on higher education is at last underway.

Copies of the consultative document are available from the Department of Education and Science, Elizabeth House, York Road, London SE17PH. Responses should be sent to Miss C Hirst, Room 7/13, at the DES by January 12.

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LOOKING AFTER YOUR INTERESTS

PLATFORM

TUC v. the Bill

Mr Baker's Bill, as *The TES* has said, is "devastatingly short of friends among the so-called educational establishment". That was clearly demonstrated by the conference organized by the Council of Local Education Authorities at Birmingham last month.

The TUC has called a meeting next week of all those organizations which have criticized the Baker Bill. Its purpose will be to explore the possibility of joint action against the Bill. That meeting should be seen as complementary to the CLEA conference, which did valuable work in demonstrating the breadth and strength of the opposition to Baker but was not intended to organize active campaigning against his Bill. However, the remarkable unanimity of view must give impetus to campaigning.

It should also give great encouragement to the teaching profession in its present bitter and frustrated mood to know that it is not alone in the battle to save the public education service. Indeed, rarely have a government's legislative proposals been so strongly and widely condemned by those most directly affected by them and those expected to put them into effect.

All of us who seek to stop or modify the Baker Bill will, therefore, be campaigning with a much greater chance of success than some recent campaigns have had.

Mrs Thatcher may have her large majority in the House of Commons but many of her back-benchers should be influenced by the fact that all the parents' and local authority associations, the Churches, the trade union movement and sections of industry are criticizing the Baker Bill as strongly as teachers. The Lords will be even more influential.

If agreement is reached at the TUC next week, we must all do our utmost to sustain our unity of purpose. We must, in particular, urge Conservatives in local government to bring home to the Government the dangers in its proposals and the extent to which they would undermine, if not destroy, education as an element of local government.

In my experience, such Conservatives are usually as proud of the schools and colleges run by their authorities as are their Labour and Alliance colleagues. They have been as much affronted by the Government's wholesale denigration of the education service and of local authorities as the other parties, and the teachers.

Although the Government has had national responsibility for education for the past eight years, Mrs Thatcher and Mr Baker have deliberately set out to poison the public's attitude to the local authorities and teachers and to make them the scapegoats.

So Conservative councillors and

Fred Jarvis says that it is time to move from concern to active campaigning against the Baker Bill

educationists have every reason to join with the rest of us in campaigning against the Baker Bill. To their credit many have already expressed serious misgivings about aspects of Mr Baker's proposals. I have no doubt that Willie Whitelaw's warning about the trouble the Government could expect in the Lords reflected his awareness of the disquiet in his own party as well as among the population at large.

Without wishing to be accused by Neil Fletcher of simply defending the status quo, or of special pleading, it is essential that we seek to refute the grotesque caricature of the education service presented by the Prime Minister, most recently in her speech to the Conservative Party Conference, and Mr Baker's willingness to praise education almost anywhere but in his own country. But in our campaigning we must also make clear our wish to reform and improve the education system.

The essence of our case against the Government, however, is that little of what Mr Baker proposes will improve the system and much will do it positive harm, if not actually destroy the system entirely, as some of his right-wing friends so clearly intend.

No matter what Mr Baker proposes in his legislation, he will accomplish little or nothing unless he has the willing co-operation of those who actually run the schools and teach the children. Yet at no time in his whole approach to the Bill has Mr Baker sought to meet with the L.E.A.s and the teachers to discuss across the table what he feels about the state of the education service and its shortcomings. He has been far too concerned to appear to be on the side of the "consumers" against the "producers", even though his responsibilities as a "producer" are every bit as great as those of the teachers and the L.E.A.s.

For all his sloganeering about "parent power", what emerges clearest of all is the extent to which he seeks to take over the education service for himself.

Described as a "wet" when he was appointed, at no stage has Mr Baker shown liberal qualities. On the contrary, his chief purpose has been to appease his party leader and the vociferous right-wing groups inside and outside of Parliament who clearly have had a far greater influence on the Government's educational policies than the Conservatives in local government who actually know about running schools.

Not only must we emphasize Mr Baker's abandonment of consensus within education, we are also entitled to expose the flimsy basis of his thinking.

For one who preaches so often to others about "standards", the quality of evidence produced in support of some of the Secretary of State's ideas is thin in the extreme. Nowhere is this more so than in respect of his proposals for "opting out".

The only evidence his consultative paper produced in support of a change which, if the Prime Minister has her way, will wreck the public education service, is the statement that the Government was responding to "numerous indications it had received that groups of parents want the responsibility of running their schools as individual institutions". No details of such representations have ever been published. The only group identified publicly in support of his proposals was a small group from Haringey, one of whom had previously appeared in an extreme right-wing advertising campaign. Certainly, the evidence of the public opinion polls and of recent research is strongly against the opting out proposal.

True to his habit of blaming anybody but the Government for the problems of education, Mr Baker has frequently said that the failure of teachers to have sufficiently high expectations of their pupils is at the root of much underachievement. Even if one accepts his argument for a moment, at no point does he attempt to show how his proposals will deal with that particular problem. Is it his intention to set the standard of tests at 7, 11, 14 and 16 at such a high level that the failure to achieve it by many pupils will lead to the pillorying of teachers by parents, just as in the days of the 11-plus?

How does Mr Baker suggest that his addition to the operation of "market forces" via opting out and open enrolment will deal with the question of teacher attitudes? How does he think those forces will work in respect of the sink schools which will inevitably be created by his proposals?

Some of Mr Baker's chickens are, of course, already coming home to roost and none more obviously so than in the case of the recent trouble at Dewsbury, where the parents who refused to accept the school to which their children had been allocated cited Mr Baker's promises in support of their demands. Those of us who pointed out the danger that this would bring of



"We will be campaigning with a much greater chance of success"

introducing racial segregation into our schools and undermine any attempt to provide education for a multi-ethnic society have had our worst fears confirmed by the Dewsbury incident and by Lady Hooper's recent admission that segregation on racial lines could indeed arise from the proposals.

The basis of our campaigning will not be any complacent defence of the status quo or a refusal to admit that there are problems in the education service. And we must make clear our support for the maximum degree of parental choice consistent with the limitation on resources available to those running the service. Given that many of us advocated the representation of parents on governing bodies long before the Conservative Party got around to it, we will insist on the need for involving parents in major aspects of school life.

It is clear, however, that parents have not sought and do not want the degree of responsibility for running schools which the Government would now wish to thrust upon them. And we should not be so lacking in faith in local democracy as to fail to recognize that schools have a responsibility to the whole community and have to be seen as part of a wider system of education, subject to control by those elected to represent the community and the nation.

Finally, we must emphasize the central importance of increased resources for education. Public awareness of that has emerged time and again in opinion polls and yet it is the issue which Mr Baker resolutely refuses to face.

The polls also show that Mr Baker will not succeed in his attempts to

promote parental feelings against the teaching profession. They show parents have more respect for the professionalism of teachers than Mr Baker has shown and that they want the Government to have less power over education and the teachers' role.

Recent history has shown how vital it is to give the schools resources to introduce reform forward. Nowhere has this been more obvious than in the experience of the introduction of the GCSE.

It is significant that even when proposals, such as the loss of national core curriculum, Mr Baker blandly assumes that no additional resources will be required to carry the far-reaching changes in policy which such an idea calls for and has regarded his predecessor's wish to proceed with caution and by agreement.

Our purpose in the months ahead, therefore, must be not only to argue against those aspects of the Baker Bill which will set child against child and school against school, undermine the professionalism and responsibility of teachers, and diminish the role of the democratically elected local education authorities. It must also seek to focus public attention on the need for greater investment in the service and to home the message that radical change demands time, careful preparation, and above all a recognition that the service cannot possibly operate successfully unless there is genuine co-operation between all those who have a role to play within it.

Nevertheless a lot of people are making an awful fuss because Mr Baker is refusing to publish a summary of the comments.

He denies that this is because 27½ million words can be summed up in one sentence. "This Bill is a load of rubbish," and the remainder is another. "Our consultation welcomes the proposed reforms but..." To show goodwill he has "placed" the responses "in the library".

The snag is you and I can't get into that particular library (in the House of Commons) without a pass, and even if we were to apply for one it would almost certainly be refused.

A number of people with ulterior political motives have phoned me and suggested that this is an outrage, a threat to civil liberties etc, etc.

They also suggested that it would be quite a waste for all of you to demand your rights as taxpayers and insist on entry to the aforementioned library. If the unfortunate library staff were overwhelmed with calls they wouldn't be able to give MPs the attention that they demand. The MPs would then put pressure on Mr Baker to issue the summary.

I don't see it myself. If I were that bothered I would get friends represented by Tory MPs to write demanding that they go to the library, read the 14,000 responses and prepare a summary for their constituents. That would get results.

Acronym

DIARY
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Place your bets . . .

Now that the next general secretary of the NUT has been decided, attention is focusing on who will succeed the retiring Don McAvoy, as number two. So here's the *TES* form guide to the likely contenders.

At 5-2 is Graham Clayton, the union's solicitor. He does not have a high profile but is credited with the successful campaign in support of Maureen McColdrick.

Also 5-2 are executive members, Ken Bore, of Humberdale and Lincolnshire, and Jim Ferguson, of Merseyside and Cheshire.

At 4-1 is Birmingham's charismatic Gordon Green, the ex-president who might have been a front runner for the general secretaryship had it been advertised.

Being older than Mr McAvoy, however, is not likely to help. The NUT executive will probably look to the union's Young Turks to supply the successor.

Also in the frame are Bev Curtis, of East Anglia, and Brian Carter, of the West Midlands, young, upwardly mobile regional officials, who I quote at 8-1.

Other Hamilton House employees being put forward appear to be action officer, Dick Boland, and Arthur Jarman of membership, who also have youth on their side. I'm offering 9-1 on them, and very good value too.

For the optimists, the real outsiders are likely to be Ian Murch, of West Yorkshire, at 100-1, and Mike Looseley, general secretary of the Inner London Teachers' Association, who props up the field at 1,000-1.

Of course, this speculation is hopelessly premature as Fred Jarvis the general secretary is not due to retire until September 1989 - but are there any takers?

Bill bored

Fed up with the Bill? Don't care if you never read another word about it? I sympathize and wouldn't bore you for one minute longer except that I do have to earn a living - so here goes.

Some 14,000 responses have been received by the DES to the consultation paper put out during the summer. According to my computer that means about 28 million words which is far too much for anyone to want to read.

Nevertheless a lot of people are making an awful fuss because Mr Baker is refusing to publish a summary of the comments.

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Rohan Seecoomar, an old boy of Woolverstone Hall, the ILEA boarding school, argues against the closure threat it is facing

Cockneys at the poor man's Eton



Woolverstone Hall: public school on the cheap costs £2 million a year

a freelance journalist, I received it with mixed feelings. It was a story and I had it first, but we were talking about my old school closing.

I was staggered by the cost of keeping the place open. I knew we got a privileged education at Woolverstone - public school stuff on the cheap - but I had not realized it cost nearly £2 million a year to run the place. I decided the story needed telling as objectively as possible.

I became involved as a researcher in a BBC2 film on Woolverstone - but the whole project was nearly aborted as the ILEA "unmanned" and "tethered" about what we were going to be allowed access to. Richard Denton, who had recently finished two years in Russia filming the series *Comrades*, had to point out that he had had less trouble from the KGB than he had from ILEA officers over filming a documentary about a London school. Eventually they saw sense.

During filming for the programme, I got to know my school in a way I never did as a pupil - there is no doubt that the place has changed for the better. No longer is it just a school where the bright, the athletic and the strong can survive and do well. It now has an attitude of care and concern for anyone who is part of that community.

The arguments of cost seem irrelevant when one considers the type of pupil who is benefiting from a Woolverstone education. All are from inner London, more than 60 per cent are black and from one-parent families.

I suppose my next major shock was the advance copy of an Inner London Education Authority report which landed on my doormat recommending that the school should close in 1992. As

and most would need the help of social services if they were not at the school. The £2,000 spent every year keeping a pupil at Woolverstone is a fraction of the cost to keep a child in care and to be educated in inner London. The lowest estimate was £15,000 per year per child - the most expensive £52,000 per year.

Woolverstone Hall probably has more solutions to our inner-city education problems than anything Kenneth Baker, or the ILEA have proposed. If

Mr Baker is really concerned about educating our inner-city children, he should visit Woolverstone where results are way above the ILEA average and inner-city kids are succeeding. A trip to East Anglia might prove more worthwhile than his much publicized jaunt to the Bronx.

The programme on Woolverstone Hall will be shown on BBC2 on Thursday, November 26, at 9.30pm.

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PAT says . . .

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PAT says . . .

The teaching profession must have done with militancy in all its forms

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Putting their heads together

John Grant-Wood looks at the SHA/HAS merger

out wholeheartedly in favour. It was quite clear that a strong, professional heads' group was highly desirable, and that it made no sense to have two separate groups within Scotland. The decision to amalgamate with the SHA was taken at the annual general meeting held at St Andrew's University, a three-day conference when educational topics of mutual interest are discussed. The new arrangements will allow deputy heads to join HAS, to enjoy benefits, and to participate fully in all activities.

The formation of this SHA some years ago had an unusual effect in Scotland. The Association of Headmistresses, which formed one part of the SHA, was already a UK body, whereas of course the Head Masters' Association was not. Initially, therefore, no men were members of SHA in Scotland. A number joined SHA early on, usually in addition to being members of HAS. Meetings of SHA Scotland were extremely well run, and in every respect it was a most professional body. After some years I was invited to be its Scottish president.

SHA Scotland initiated a "great length" proposal to merge and came

will be responsible, in conjunction with SHA headquarters, for producing material that will either be circulated throughout the UK or simply within Scotland. We are impressed with the quality of publications which SHA already produces.

In Scotland, we have recognized comparable aspects within the UK. The GCSE is similar to our Standard Grade, which we started some years ago. At a conference in Easter, Sir Keith Joseph, at the time criticising the fact that GCSE was not being proposed for the lower ability levels, showed considerable surprise that in Scotland for some four years we had been running pilot schemes in Standard Grade specifically aimed at the lowest ability levels. In the UK, in other words, we are no longer "left behind".

Some years ago, the Scottish Education Department produced an action plan. This document aimed to widen the range of courses for the increasing number of pupils who would be leaving school at 16. These courses were to be developed under the umbrella of the Scottish Council for the Arts (SCA). Many were modular, and in addition to join one of the pilot post-higher sixth year study courses

Similar courses are now developing south of the border. We have not had governing bodies of schools for very many years, apart from those in the independent sector. The Scottish Office has recently produced a document on school boards with recommendations similar to those already in existence in the rest of the UK. We need to learn from your experience.

Discussion on changes to the A level have been proposed. It appears that the Committee of Vice-Chancellors and Principals, along with the SHA, has agreed on the need for change. I suspect that our arrangements for Higher and sixth year studies would be worthy of consideration. We certainly have a higher staying-on rate, which is being further helped by the action plan mentioned above. SHA will also envy the fact that Scottish heads have managed to retain their negotiating rights, even though they are subsumed in an organization representing overwhelmingly assistant teachers.

The new arrangements for HAS and SHA have caused a certain flutter from the teachers' associations in Scotland. I can see no cause for concern on their part. Heads would wish to see good

strong professional teachers' organizations, both for teachers, and for unions, and for the teachers' associations. Heads, both for teachers, and for unions, and for the teachers' associations. Heads, both for teachers, and for unions, and for the teachers' associations.

Heads and their deputies have, however, been considerably aggrieved that they had no direct voice on the conditions of service, or their value for money. They no longer feel that they have been given a fair hearing by either employers or the teachers' associations.

It is instructive to look at the SHA outside Scotland, where for many years it has worked with the teachers' associations in a constructive way, and always supported a single negotiating body for the whole profession.

The amalgamation of the HAS and the SHA is a natural evolution that does nothing but good for Scotland's schools. In Scotland, we have many give in terms of experience. Northern Ireland, Wales, and all the other regions of England, make up the educational scene that reflects the nature of their areas. We wish to join them in strengthening all secondary education for the benefit of all of our pupils.

John Grant-Wood is head of Fife High School, Edinburgh, a past president of SHA Scotland, and a member of the National Council of HAS.

As from January 1, 1988, each member of the Headteachers' Association of Scotland will become a full member of the Secondary Heads Association. For the first time, secondary heads in the United Kingdom will have support from an organization that draws on the combined experience of the UK.

The HAS is an organization open to both the maintained and independent sectors. Nearly all of the 400 Scottish secondary headteachers are members. The decision to amalgamate with the SHA was taken at the annual general meeting held at St Andrew's University, a three-day conference when educational topics of mutual interest are discussed. The new arrangements will allow deputy heads to join HAS, to enjoy benefits, and to participate fully in all activities.

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SHA Scotland initiated a "great length" proposal to merge and came

PRIMARY

Julia Hagedorn looks at a project aiming to improve the curriculum for the rising-fives

Custom tailoring for the smallest scholars

A growing number of local education authorities are now admitting children to school before they reach the statutory schooling age of five.

But few attempts have been made so far to define just what sort of a curriculum these four-year-olds – the rising-fives – should receive to prepare them for life in a primary school.

Now three northern metropolitan districts are joining in an attempt to change practice in the infant class so that they receive a more appropriate introduction to school.

Calderdale, Rochdale and Wigan have all had a policy for some time of admitting rising-fives to full-time education. This means that a high proportion of pupils in their first year at school experience a very different provision from those involved in pre-school activities at the same age.

Their project – called the Small Authorities Project (SMAP) – is the result of collaboration between the three and the Schools Curriculum Development Committee. It began in September 1985 and was originally intended to last two years. A teacher from each authority was seconded every year to work with a group of schools and teachers within their areas: six in Wigan, four in Calderdale and six in Rochdale. About 50 teachers were involved.

Data collected at that time showed that almost one-third of children admitted to full-time education were under the statutory school age. The smallest group they were taught in was 14, the largest 33. All of these children were attending full time by the end of October. Only 11 of the 31 classes had direct access to outside areas, many had no nursery nurses and those who did had them for between 30 minutes and eight hours weekly.

The project has now been extended until July next year. All three authorities have seen SMAP as offering excellent opportunities for in-service work since the seconded teachers have set up working groups within the schools to discuss policies and practice. Changes in practice have already been noted, including knocking down walls, allocating space in the hall to infant classes, giving rising-fives special assemblies, arranging separate playtimes, borrowing large play equipment and involving more adult helpers. One school has introduced part-time entry.

In Wigan, the findings of the project are now being used in in-service work throughout the authority's primary schools. In Calderdale, an under-fives forum has been set up and the teacher associate seconded last year, Miss Anne Collins, has been taken on as advisory support teacher for this year.

She has just produced a report on her last year's work in the project with the preliminary results of interviews with parents both before their children started infant school in 1986 and after a year's schooling in 1987. She traced 65 of the 95 parents originally interviewed. Of these, an overwhelming majority thought their children were ready for school. Only 11 felt their child would have benefited from an extra year in the nursery – all of these children were five in July or August.

When these parents were asked what they expected their children to learn in the first year, 94 per cent mentioned reading, 87 per cent writing and only 50 per cent maths. Although 93 per cent thought it important for their child to have plenty of play activities, few saw play as an integral part of the curriculum. And 94 per cent wanted their children to start having school dinners immediately.

When questioned at the end of the year, 33 of the parents said their children had settled in well. But Anne Collins says, despite their insistence, many of their comments made it obvious that children had had problems, mainly with changing from PE, dinner times and playtimes, even if they had been shortlived. Yet only three children went home for lunch in spite of the obvious distress caused to many by staying.

Parents drew attention to the length of playtime, the noise and bustle of overcrowded dining rooms, terrifying of dinner ladies, and made such remarks as "she couldn't cope with dinners. Even with sandwiches, she panics if she's not finished in time".

While only eight parents said their year had been much worse than they expected – with one parent remarking: "he's still unsettled. I'm afraid he's getting a complex" – the majority did admit it was the change in curriculum which had caused most anxiety. Parents said: "he's worried because he can't read or write yet" and "she won't do her reading and writing".

Anne Collins has also been surprised by the mismatch between the nursery and infant school curriculums.

The three teacher associates last year observed 30 target children's activities just before entry into school when they were still in the nursery and six weeks afterwards when they were in the reception class. The findings, she writes, reveal a significant lack of continuity between the two curricula.

Four-year-olds in June would spend 14.3 per cent of their time on imaginative play, 11.4 per cent on large motor skills (body co-ordination) and 1.25 per cent in passive class situations. In September this became 13.2 passive, 10.7 on basic 3Rs, and .37 on large motor skills.

These differences came as no surprise to infant teachers who rightly complained of lack of space, lack of trained help, lack of large play equipment, and parental and collegial pressure for "real" learning.

Anne Collins has been concerned by the way four-year-olds are often plunged into formal reading and writing activities which are inappropriate for their age range. She cites taking home tins of words to learn and copying teacher-dictated sentences from the blackboard. But, she points out, teachers are now beginning to change their practice as the effects of SMAP are felt.

Parents were most impressed by the academic progress made by their children in the first year and totally supportive of the teachers. The latter were described as "super", "fantastic", "really dedicated", "caring", "supportive", "welcoming", and so on.

Mrs Dorothy Bennet, a warden at Leeds University's Children's Centre who acts as a co-ordinator for SMAP, has also been worried about the mismatch between what infant teachers think they should be doing and what they actually are doing. Some early research showed that nursery, reception and headteachers rated personal qualities like confidence and positive attitudes to learning most highly for a four-year-old. And yet – a survey



Hands-on practice: Rising-fives at Beech Hill primary school in Halifax

showed that although the 30-year-olds took up a large section of the Moveover "the large proportion of time which many four-year-olds spend in large groups or working on structured schemes may discourage the appropriate attitude to learning, self-confidence and language skills".

She says teachers need to look up at the curriculum – their trump card – change is the goodwill and confidence of parents. "There are no statutory requirements for the four-year-olds in the reception class as there are for the same child in the nursery class."

A curriculum for the four-year-olds in the infant class is to be written up by the end of next summer as part of SMAP – the first time such an attempt has been made. There is no money for publication, but each i.e.a. and the SCDC will have a copy. Dorothy Bennet says that it is no good being too prescriptive given the constraints of staffing and building. But she is hoping that they can produce firm guidelines.

showed that although the 30-year-olds took up a large section of the Moveover "the large proportion of time which many four-year-olds spend in large groups or working on structured schemes may discourage the appropriate attitude to learning, self-confidence and language skills".

Sarah Bayliss on the plight of nursery nurses who are involved in a pay dispute

The job with a top salary of £6,225

This summer Jill Jones had her first holiday in eight years. She went away with her parents, all expenses paid. Her current salary of £6,225 – £80 a week after stoppages – is the maximum she can earn as a nursery nurse. For 13 years she has worked in Sheffield nursery schools – and for most of that time she has been at the top of a narrow salary grade.

Jill, who is 32 and single, would like to buy her own home but would not qualify for a mortgage higher than £18,000. "Even in Sheffield, houses cost more than that," she says.

It is "virtually impossible" to live on her current salary and she is heavily dependent on her parents. She dreads the expenses of winter and Christmas.

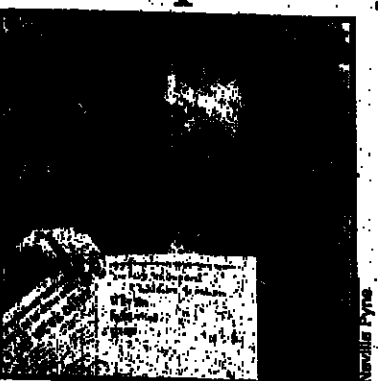
And yet she loves her job at Lovedges nursery and infant school where she works in a team with another nursery nurse and a teacher, responsible for 39 children at each session – 78 children in all.

"We don't have separate jobs," she says. "We work as a team and it's a great responsibility."

That responsibility received official recognition from Sheffield city council 18 months ago when an internal review recommended upgrading for nursery nurses leading to better pay and promotion prospects.

However, those recommendations – dated June 1986 – have never been carried out and months of working-to-rule have escalated. Since half term there has been a rolling programme of strikes closing up to eight schools in the city for four days each week.

This week Jill Jones, who has become a shop steward during the course of the



Jill Jones, forced into striking long-running dispute – was on the steps of the Labour-controlled town hall, picketing members and lobbying the public.

She regrets that the action has got this far and says she and her colleagues have been forced into striking. "Our employers say they support equal opportunities, the under-fives and the rights of low-paid women. But when we organize ourselves and do something, they won't put their money where their mouth is."

At an emergency meeting last week, education officials and councillors failed to find more cash to settle the dispute locally. The nursery nurses had already rejected a low pay advance of £3 a week, which would have cost the council more than £100,000. Instead they are claiming about £9 a week.

According to a Sheffield spokesman, a local settlement has been scuppered by Government ratecapping – which means a £5.3 million cut in the educa-

tion budget.

Referring to the nursery nurses' case he said: "This really is a national scandal in as much as they are undervalued right across the country."

There are 24,000 nursery nurses in Britain and, according to the National and Local Government Officers' Association – the town hall union which now represents more than half of them – they are the lowest paid white collar workers in local government. After two years training, a qualified nursery nurse starts on a salary of £5,064 with an outdated job description.

Nalgo officials say the union has attempted several times to improve the national grading system without success. As a result, local disputes have flared up – initially in the north-west and Wales – and now numerous branches are pressing their local authorities to meet local claims.

There was also industrial action this week in Suffolk, Cheshire, Haringey and a ballot was being held in Bradford.

Alison Mitchell, a Nalgo officer responsible for nursery nurses, told THE TES: "The only time we get anywhere at national level is when there's pressure on individual local authorities."

At the Association of Metropolitan Authorities, an all-party grouping from the education committee recently reported that nursery nurses should have their grading improved. Their recommendations were being received by the AMA's personnel committee this week, but it remains to be seen whether employers will convert other councils in the district and county

How to ensure girls get a fair share of computer time

by Diane Spencer

The phenomenon of the male teacher pushing a trolley-load of computer equipment into the classroom, plugging it in and then being surrounded by a group of boys eager to try it out is all too familiar in many of the country's mixed schools.

To help women and girls get a fair share of this technology the Equal Opportunities Commission has published a manual of guidance: *Equal Opportunities and computer education in the primary school*. It is based on the outcome of a two-year development project in five Sheffield schools funded by the EOC, the Department of Trade and Industry and the education authority.

The key issues are the organization and management of the use of computers throughout the school, in the class and in the choice and use of software, according to Judith Ellis, the project director.

The guidelines say teachers should:

- Choose a girl to demonstrate the use of new software to the class;
- Put girls on the computer first;
- Look out for girls who are not

getting a fair share of time on the keyboard;

- Make a class computer chart for children to keep a record of their use on the computer.

The project began in Abbeydale nursery, first and middle school for girls, and in a multiracial area of the city. Ellen Pearson, the deputy head, confessed that the school conformed to the stereotype of the man wheeling the computer round the school. "By the time Judith had finished, we were fighting to have it in our classrooms."

She stressed the importance of getting parents involved in understanding how computers are used in school. In Abbeydale, the staff ran parent courses in the evenings, which attracted Asian mothers. Parents were invited to find out how their child was progressing on the computer in class.

Ms Ellis said: "If children spend hours alone in their bedrooms with a computer – zapping things – parents can get the wrong idea of how computers are used in schools."

She emphasized the importance of talking about programs, rather than games, to children.

The manual is being sent to all schools and local education authorities and is designed to be easily photocopied. It is available, free, from the EOC, Overseas House, Quay Street, Manchester M3 3HN.

Edited by Sarah Bayliss

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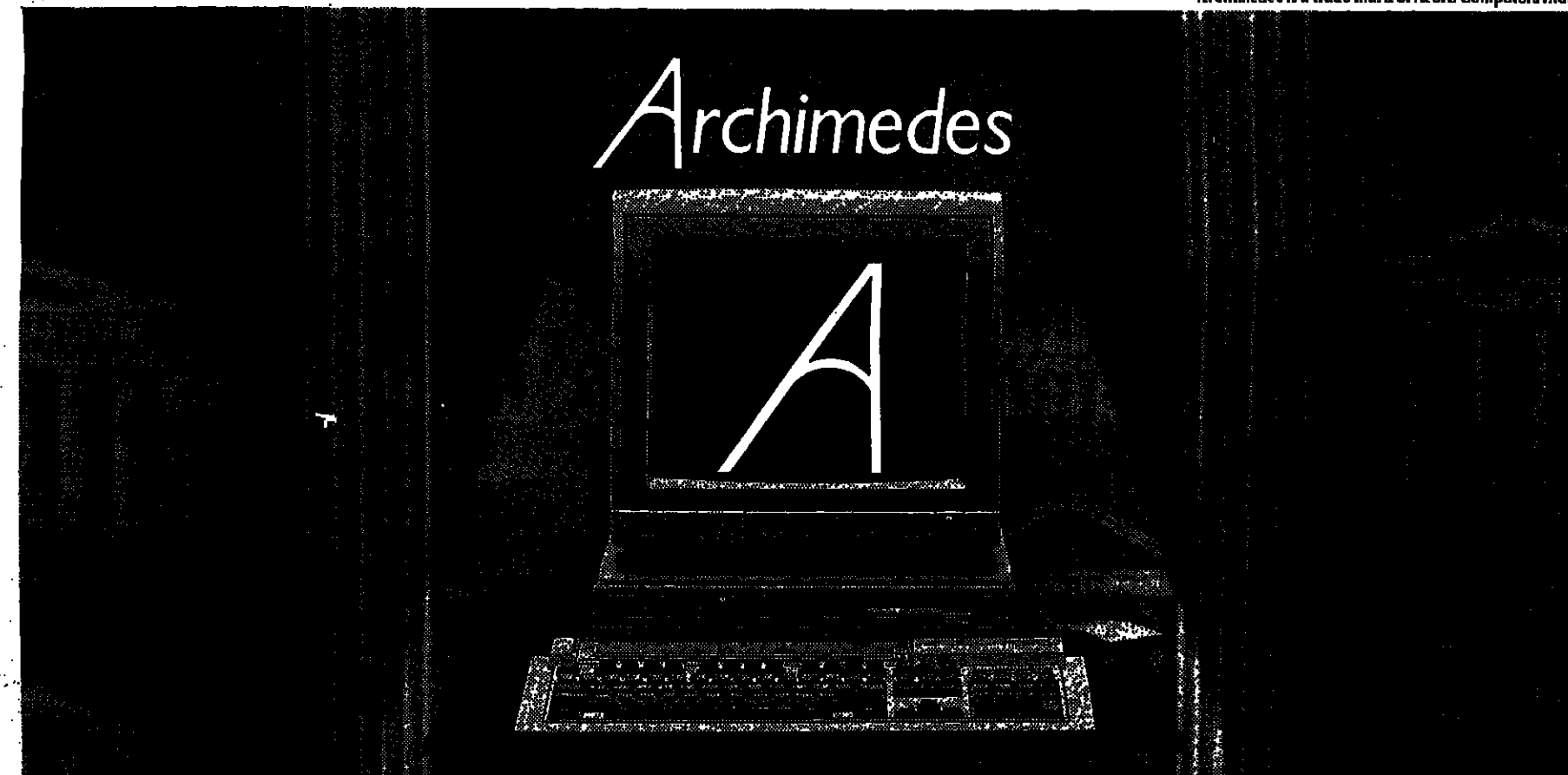
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A BRITISH BROADCASTING CORPORATION MICROCOMPUTER

Sue Surkes visits a school which is putting the principle of integration into practice

With a little help in the mainstream

There is nothing unusual about the wealth of pupils' work that covers the walls of Copperfield County Middle School in Milton Keynes.

What is noticeable is the odd spelling mistake in written work and the uncertain hand of whoever cut out silhouette letters for display board headings.

These little signs of imperfection have nothing to do with staff incompetence or oversight. What they do reflect is the ethos of a school in one of the most deprived areas of this growing New Town - namely that children should be encouraged to take pride in their achievements and should not be penalized if, having given their all, they still do not quite come up to scratch. At Copperfield, the emphasis is laid firmly on the positive.

The 308-pupil school for eight to 12-year-olds has 27 youngsters with statements of special educational need, primarily for moderate learning difficulties.

Until two years ago, according to Mr Ian Chapman, the head, the school was organized along traditional lines with children divided into classes, each

with one teacher. Those with moderate learning difficulties were taught separately.

"They were easily identified by the thickies. And the specialist staff did not have any standing in the school because the work the children were doing was not really linked with the work being done by the school throughout."

Mr Chapman took over the headship two years ago, committed to integrating special needs children as completely as possible. A key to his approach is the conviction that statedeminent youngsters are not the only ones with special needs. "It is not a stigma to be needing somebody to help - everybody needs help at times."

With the support of his staff, he has done away with separate classes, merging first with second, and third with fourth years, emphasized the importance of small group work and introduced a system of team teaching whereby the new-style lower school and upper school are each serviced by five mainstream teachers and one special needs specialist.



Joint decision: Steve Loosley (left) and Kevin Bevans say they find the work more challenging in a mainstream class

Group work - much of it in open plan areas supervised by more than one teacher - allows different pupils to study the same themes at different speeds and levels of sophistication. Those who need special help are withdrawn temporarily from the main teaching area into small rooms nearby.

Team teaching has softened the dividing line between special and mainstream teachers. Each team meets regularly to plan lessons and discuss the progress of pupils, be they statedeminent or otherwise.

The result of close co-operation and a flexible teaching environment is that mainstream teachers now have more confidence to help statedeminent children with particular problems: specialist teachers are freed to extend their expertise to non-statedeminent youngsters with difficulties.

Not only do the statedeminent children get used to the mainstream world. They also become accustomed, from the start, to the switching of teachers they will have to cope with in secondary school.

In a perverse sort of way, Mr Chapman's task has been eased by the fact that his mainstream youngsters arrive at the school almost as devoid of basic skills as those with statements. Many enter the first year unable to spell their surnames.

Language work now forms the backbone of the school day with an emphasis on practical work.

According to Mr Peter Baldwin, the deputy head who teaches full-time, the statedeminent children now realize that their mainstream peers have difficulties too. And in areas they are good at, they can even teach them a thing or two.

"Most of the children have lost the label and that is the important thing," he says. "We have seen amazing changes in confidence in the things children are prepared to do."

Staff are acutely aware of the need to encourage pupils to become more responsible and independent in preparation for secondary school.

Those with moderate learning difficulties are encouraged, with the rest of the school, to take turns manning the school library, for example, and to take part in mini-enterprise activities.

One such movement is taking place in the school's conservatory under the aegis of one pupil's green-fingered grandfather. With the help of cash from Mr Chapman, youngsters will form their own company and start growing plants for the school's summer fair in May. When the plants are ready, they will have to price them to cover the costs of materials and heating, and make enough of a profit to start production for the autumn fair.

Good behaviour is also emphasized under the motto of "care, courtesy and consideration". Statedeminent children are given support when they have problems but are discouraged from using their difficulties as excuses for being mischievous.

Integration has not come without its problems. Mr Baldwin points to the "tremendous burden" the changes have put on staff. Ms Chris Hawkins, the teacher in charge of the school's MLD department, concedes that disruptive behaviour does occur and sometimes affects other children.

Kevin Bevans, aged 11, and Steve Loosley, aged 12, who are both statedeminent, recalled the days when they were segregated from their mainstream peers with some affection. "If you got stuck on a word, you could ask. Now there is no time," said Kevin.

But on balance, they prefer the new system. They feel better prepared for the secondary school and find the work more challenging.

Mr Chapman also admits that mistakes have been made. In the early days, he was so enthusiastic about

integration that the school moved too fast and had to slow down.

But he reels off the success stories of a 10-year-old boy who is in the process of being statemented and who has been transformed from an aggressive, offensive child into an approachable and co-operative pupil who has learnt to talk his problems through with one of the three full-time welfare assistants. And of the introverted little girl who, 18 months ago, refused to go to school, but who now takes books home to share with her parents.

Mr Chapman believes his pupils' parents - "not the sort who will readily come into school" - have a role. They are encouraged to come in to work alongside teachers and to get involved with fund raising through a committee.

Special "curriculum nights" have been laid on and appear to have gone down well. At a recent language curriculum night, children showed their parents the various approaches that were being used. Staff planned to open the building for half an hour at 7pm. At 10pm, parents were still there.

Mr Chapman is proud of what his school has achieved and is certainly popular with his pupils who cluster around him or wave as soon as he emerges from his room. But he believes there is still a long way to go.

The next step will be to persuade Buckinghamshire L.E.A. to approve an outreach plan drawn up by Copperfield and two feeder first schools. Under the proposal, an extra welfare assistant would be taken on for the three schools and Chris Hawkins would be released, part-time, to provide support programmes in the feeder schools which first school staff could follow through with ancillary support.

"If we can get the traditional approach they will have less problems by the time they come here."

Grade basis shift forces GCSE criteria rethink

by Sue Surkes

The Secondary Examinations Council has been forced to take its research into GCSE grade criteria back to the drawing board.

The criteria had to be reconsidered because the Government plans to move from norm referenced grading - the award of grades - to criterion referenced grading, which is based on what individual candidates know, understand and can do. It could also have implications for Mr Kenneth Baker's proposals to assess and test lower down the school.

As part of the SEC's initial plan, senior examiners from the GCSE groups were asked to use highly specific subject-based draft criteria as a basis for remarking GCSE and CSK examination scripts.

The exercise, which has cost around £200,000, foundered. Examiners were unhappy about using topic based on the GCSE national criteria to assess exam papers that were not. They found that the draft grade criteria and individual syllabuses differed in the weight they attached to certain qualities in candidates. And they got bogged down in detail. In English, for example, more

than 50 criteria were offered for grade F/G borderline candidates alone.

The SEC's new and simplified approach aims to derive theory from practice rather than the other way round and to give examiners more room for manoeuvre. Examiners from each group have been asked to look at GCSE syllabuses and tease out the qualities they think the courses encourage.

On the basis of this, they will devise "performance matrices" or grids which list the qualities up one side and the range of grades each quality might contribute to along the other.

The first two groups of examiners are looking at maths and science and are expected to have their performance matrices ready by Christmas to be used by the national curriculum working parties on maths and science.

The detailed draft grade criteria that have been put to one side have been given to the national curriculum maths and science working groups for information. A background report on the exercise has been submitted to the Task Group on Assessment and Testing so that the same mistakes are not made again.

Help comes to Enniskillen

by Carmel McQuaid

A travel scheme for schoolchildren has been set up in the wake of the Enniskillen Poppy Day bombing to help the town's youngsters overcome the tragedy.

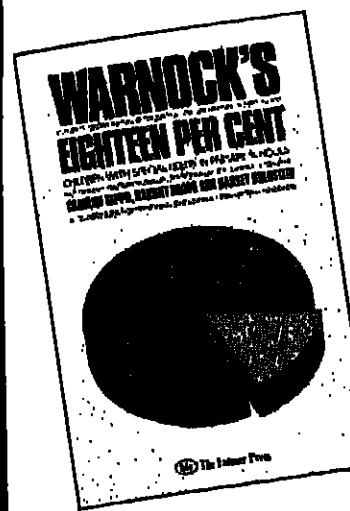
The Canadian High Commission in London has announced that two Enniskillen children will be given a free trip to Canada every year to help them learn of the contribution made to the country by Irish emigrants.

Mr Roy Murtry, the Canadian High Commissioner, has urged other countries to follow suit in this "constructive and continuing" scheme. Announcing the initiative during a visit to Belfast, he added: "The death of her father forced me to think about what there might be some way in which I could assist the young of the community to recover from this horrible event."

At the same time, a £58,000 project to foster peace education and mutual understanding in primary and secondary schools, particularly in western areas like Enniskillen, has been initiated by the Ulster Quaker Peace Committee.

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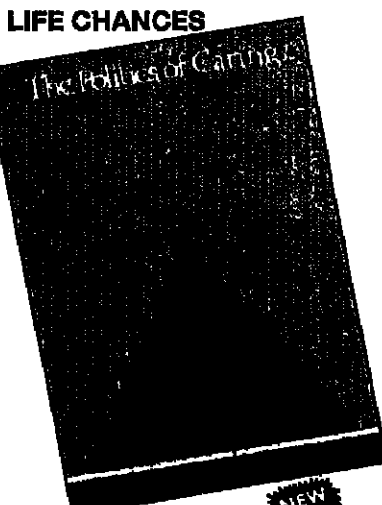
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NEWS

Jeremy Sutcliffe reports on conflicting academic views of parent power

Mere consultation or full control?

Two conflicting academic studies on "parent power" are likely to be seized upon by supporters and critics of the Government's Education Bill to be published today.

Professor Antony Flew, of Reading University, a leading Government supporter and prominent right-wing educationist, has called for state schools to be subjected to "the incentives and disciplines of the market".

Schools, he argues in a new book, should be "educational firms" separated from "local education monopolies".

"The sort of power I am talking about is the sort of power you have over your local garage or greengrocer. It is the power to take your business elsewhere if you are not satisfied. If schools do not provide the services

parents require, they should lose it," he said.

Professor Flew is a well-known advocate of education vouchers, allowing parents to choose whether to spend them in state or independent schools. He told a press conference in London this week that he regarded Mr Kenneth Baker's plans to set up grant maintained schools, and to raise admission limits on popular schools, as the first step towards a voucher scheme. But to introduce it effectively the independent sector needed expanding.

"Once there are lot more privately-run independent schools, and once there are a lot more independent state schools, then it will be possible for the Conservative Government to promise a universal voucher system. Schools

will then be able to charge fees and top them up with parental contributions.

But a new research study at Exeter University, based on interviews with 80 parent governors, one from each of Devon's secondary schools, concludes that while parents want to be consulted, they do not want control over school management.

The study, carried out by researchers under the supervision of Dr Michael Golby, a senior lecturer in education, and funded by the Leverhulme Trust, also shows that parent governors think teachers should make the key decisions about the curriculum, provided parents are consulted.

Dr Golby said the main conclusion was that parents feel kinship with teachers and heads, but were wary of

political representatives on school governing bodies.

Improving standards by increasing parental involvement in education is the cornerstone of the Government's education policy, Mr Wyn Roberts, Minister of State for Wales, said.

Addressing the annual conference of Wales' parent teacher associations, he readily admitted that not all parents are as committed as PTA members. The annual parent meetings have revealed "the difficulty of successfully reaching those parents who take little interest in the schools their children attend".

Power to the Parents: Reversing educational decline, by Professor Antony Flew, is published by The Sherwood Press, price £12.95.

'Mismanaged' falling rolls cost £150m

Several local education authorities are making no attempt to manage falling school rolls properly, according to the House of Commons Public Accounts Committee. The Committee estimates that up to £150 million a year is wasted by keeping open schools that should be closed.

In a report published on Wednesday, the all-party committee praises those L.E.A.s which have made "commendable progress" in substantially achieving the target of removing 1.12 million places in English schools by March of this year. This has achieved savings of some £950 million over four years, it estimates.

Although the performance of L.E.A.s overall was commendable, the committee reports marked variations in performance by individual authorities with a number - unnamed - "having taken little action to remove surplus places".

The Committee "notes" that L.E.A.s are not reducing the number of teachers in line with Department of Education and Science recommendations. It estimates that over a four-year period, an additional £430 million could have been saved had DES guidelines been followed.

It accepts, however, there is an agreement between the local authorities and the department on the number of teachers who can be reasonably "lost".

Publication of the report two days before Mr Baker's Education Bill will provide further ammunition for the Minister's critics who will quote the views of both local authority associations, and of the Society of Education Officers, that the long-term planning and management of falling rolls will become increasingly difficult if the proposal to allow schools to opt out of L.E.A. control becomes law.

ILEA seeks cuts deal

The Labour-controlled Inner London Education Authority has appealed to the Government to think again over a call to cut spending by 15 per cent.

Ministers have put a limit of £955 million on the ILEA's spending for the financial year starting next April, but the authority says it needs to spend £1,118 million just to stand still.

It claims its spending is justified because of higher London costs and greater deprivation in the capital than in other regions. Instead of an immediate spending cut, ILEA leaders are offering a compromise proposal to trim 15 per cent off spending over the next three years.

Student protest

Hundreds of students plan to lobby Parliament on November 24 and 25 and December 1 in protest at the Government's proposals on further and higher education.

This week, students boycotted lectures to publicize the future damage of the proposals; other action included paint-ins and candle-lit marches.

Survey of discontent

by Sarah Bayliss

Parents who are actively involved in fund raising for their children's school resent the fact that most of the money is spent on books and other "essentials".

A survey published this month by *Parents* magazine shows that nearly nine out of 10 parents are part of a "jumble sale economy" - raising funds for basic classroom items.

Most do not accept this is the main role of parent-teacher associations. They feel the associations should bring parents and teachers together to "discuss the educational needs of the children". If fund raising has to be done, parents believe the income should be spent on "luxuries".

The survey of readers' views shows that in the north-east 100 per cent believe schools need more Government money before anything else, a view held by just 32 per cent in the south-east. But overall, a third of parents said their children's schools did not have enough books and half said they were not properly equipped for science and sport.

Forty-two per cent wanted more teachers in primary schools; one in five had children in classes of more than 30.

Most parents (84 per cent) had chosen their children's schools; those who had not often felt there was no practical choice available. Ten per cent who admitted to not making a choice, either did not know they had a right to choose or confessed to not being interested.

There was a high level of satisfaction with children's class teachers and progress. Altogether, 95 per cent rated their child's teacher as good or very good, and 82 per cent were happy with their child's progress.

Fifty-seven per cent of the schools had explained the curriculum for young children in some way and most parents and children had met the class teacher before starting school.

However, 40 per cent thought standards were falling in primary schools (70 per cent in the north of England), while only in Scotland did most (60 per cent) believe they were rising.

'Overspending' l.e.a.s prop up state schools, says Straw

by Barry Hugill

Government spending restrictions would have resulted in the collapse of state education had it not been for the "overspending" of local education authorities, Mr Jack Straw, Labour's education spokesman, alleged this week.

Figures prepared for Mr Straw by the House of Commons Statistical Section show that spending on education has increased substantially since 1979 but only because of the increased contribution from local ratepayers.

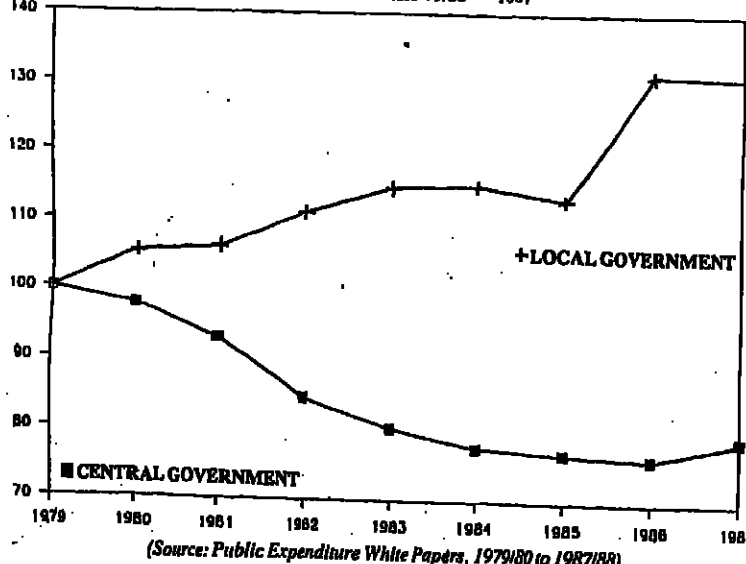
On an index taking 1979 as the base year (ie, 1979 spending = 100) central government spending on schools has dropped to 79 in the financial year 1987/88.

Over the same period the contribution from local government, through the rates, has risen to 130.5. Overall spending on schools has shown an 8 per cent increase (see graph).

Another way of showing changes in spending patterns is to compare year by year expenditure in terms of per pupil. Doing it this way, the House of Commons statisticians have calculated that by the end of the current financial year the Government will spend, on average, £487 per pupil. Local government will spend £1,024 per pupil.

In 1979, central government expenditure per pupil was £297 with local government at £378.

EDUCATION EXPENDITURE - SCHOOLS ENGLAND (1979/80 PRICES INDEX 1979/80 = 100)



Mr Straw accuses the Conservatives of misleading the public with their claim in this year's general election manifesto that spending on secondary pupils had risen 19.7 per cent more than inflation.

"The Government's statements on education spending are very simply a cruel and gross deception. If local

communities and their elected representatives had not stood up for our schools, often incurring rate-capping and loss of grant as a consequence, education standards would be severely damaged. The dangers of the increased central government control of education from Mr Baker's Bill are stark and clear."

CRE chairman

Mr Michael Day, chief probation officer of the West Midlands, will be the next chairman of the Commission for Racial Equality, the Home Office announced this week.

Mr Day, 54, who will start his new job in February, succeeds Sir Peter Newsam who became director of the Association of County Councils last summer.

The new chairman has been head of the West Midlands service since 1976. Before that he was in charge of Surrey probation service for eight years. He was educated at Selwyn College, Cambridge where he read English, and the London School of Economics.

Poly extends its 'no platform' policy

by Sian Griffiths

Middlesex Polytechnic's student union has extended its policy of refusing a hearing to racists or fascists to include speakers who portray heterosexuality as the norm.

The controversial move is likely to bring the union into conflict with the law - which now requires universities and polytechnics to try to secure freedom of speech for visiting speakers.

The development was greeted with consternation by leaders of the National Union of Students this week. They fear it will undermine the battle currently being waged by student unions up and down the country in defence of the original "no platform" policy and could precipitate a legal challenge under the new legislation.

According to student union officers, speakers who might now be refused a platform at the union include Mr James Anderton, chief constable of Greater Manchester, who earlier this year said homosexuals were "swirling around in a human cesspit of their own making".

NUS President Ms Vicky Phillips said: "Union policy does not extend to heterosexism, homophobia or anything else. The only form of discrimination accepted by the law is incitement to racial hatred. It is under that legislation our ban on racist and fascist speakers was adopted. I would like to see measures taken to eradicate all discrimination but we do not feel, having taken legal advice, that heterosexism is a matter that can be covered

by the no platform policy." Ms Phillips warned that the national union's policy could only be defended if student unions presented a united front. She advised Middlesex to retract.

The Middlesex move is likely to delight Conservative students, who are currently compiling a dossier of the difficulties faced by visiting speakers. The Education (No 2) Act lays an obligation on institutions to take steps as are "reasonably practicable" to secure freedom of speech for visiting speakers. It was brought in after a series of student demonstrations to which right-wing Tory MPs such as Mr John Carlisle, who supports sporting links with South Africa, were prevented from speaking. - *The Times*

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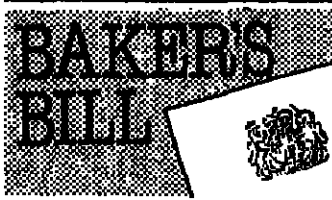
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NEWS



With the Government's Great Education Reform Bill due today, Barry Hugill talks to Mr Andrew Rowe, a Conservative MP critical of some of the proposals. On page 13 he reports on the Liberal party's alternative to the Baker proposals.

A voice of protest from the Tory back-benches

It is refreshing to meet an MP who knows he is without influence. Andrew Rowe, Tory member for Mid-Kent, is one such. "The fact is that a back-bench member has little opportunity to say what he thinks. If you serve on a committee you are expected to back the Government line."

For this reason Mr Rowe, who has just published a pamphlet on the education proposals, is unlikely to sit on the committee empowered to scrutinize Mr Baker's Bill. He wants to be on it, has told the Whips that he is available but doubts that he will be called. Not, he hastens to point out, because he is a critic of the Education Secretary, but "because I am not known in the House as an educational expert like Mr Greenway and Mr Pawsey". (Harry Greenway and Jim Pawsey are both right-wing Tory MPs.)

At this point an explanation is called for. Most MPs, especially Tories, are accustomed to speaking in code. It is not done to go round saying that Mrs Thatcher is past her best or that Mr Baker is causing irreparable damage to the nation's young. Thus Mr Rowe says: "I firmly support Kenneth Baker. I welcome change." Translated this means that many of the proposed reforms are ill-conceived and must be resisted.

That he considers Mr Pawsey and Mr Greenway more likely than himself to serve on the committee stage of the Bill is interesting. They are, to use his euphemism, on the "opposite wing" of the party. He is not of their persuasion and admits to a worry that the Tory far right has too much influence over the policy-makers.

It is not easy to define the concept but Mr Rowe has a good shot at it by explaining why it worries him: "I think it wrong to go blindly down the route of saying what people want is what they should have."

He gives a graphic illustration of populism in action when asked which parents will favour opting out of the state system: "Anyone who is afraid

that their school will be swamped by nasty working-class kids or nasty black kids."

Not that he is against opting-out - it's just that he envisages the odd problem. In particular with Muslims - some of whom have views on the role of women that he finds distasteful. "I think that many want women to return behind the veil."

Now this is a subject that he knows something about. He is too modest in attributing more knowledge of education to Messrs Pawsey and Greenway. They did not spend five long years on the Swann Committee touring the country investigating multicultural education. Neither has experience - as he has - of university teaching, nor have they taught in a boys' only secondary school.

The school, it must be admitted, was Eton, but "boys are much the same wherever you teach".

In his pamphlet, Mr Rowe recalls the evidence presented to Swann by the Union of Muslim Organisations. "They want their own schools because they take a fundamentally different view of female education. Many Muslims believe that it is improper to educate girls on the same terms as boys. They make a stark distinction between boys' subjects and girls' subjects... They are entitled to their beliefs and within their own family systems they can teach as they will, but it is not acceptable in the British system of state education to have schools which impose on girls a form of education which the British Government explicitly rejects."

Unless steps are taken to eradicate the violence that Asian pupils are often subjected to in inner cities, the demand for separate establishments will become, he thinks, irresistible. And that would be the first step towards a "catastrophic fragmentation of society".

To repeat: Mr Rowe is not opposed to opting out, just a little worried. It's not just the Islamic fundamentalists who concern him, but also the tone of

the consultative paper. "At present the proposals for opting out read as if the aim is to destroy the local education authorities altogether."

Of course he favours "a measure of competition in the state sector". If parents and governors feel frustrated by the i.e.a. and are confident that they could do a better job with a grant maintained status, they should have the right to try.

That is exactly what Mr Baker says. But the minister does not go on to say, as Mr Rowe does: "It is nonsensical to praise local involvement in education and to encourage local school governance to come forward by giving them more authority, while simultaneously deprecating the devotion of thousands of local councillors in many authorities, who have spent many years doing their best to improve the standard of education in their i.e.a. It is important to remind a Conservative government that grammar schools still flourish in most of Kent because a Conservative local authority fought Shirley Williams to a standstill."

When he was on the Swann Committee Mr Rowe spent many hours in inner-city schools. He was clearly impressed by much of what he saw. He doesn't say it, perhaps he can't, but one suspects that he believes most state schools are not half as bad as his more "populist" colleagues would have us believe they are.

Where schools are good, it is because of the quality and dedication of teachers, he says. And it would be preposterous for the Government to lay down rules and regulations about how and what should be taught in successful schools, he concludes. Bad schools are another matter and there is a case for stipulating that they should be subject to more central control in order to bring them up to scratch.

He puts it rather neatly in his pamphlet: "To tell a successful school not only the standards its pupils will be expected to reach, but also how long they must spend in reaching them is like setting a football team goal targets



Andrew Rowe... the Thatcherite breaking through?

and then trying to lay down how long they must have the ball in the opponents' penalty area."

It should now be clear why Mr Rowe is unlikely to be called upon by the Whips to sit on the Education Bill standing committee. It would, however, be unfair to present him as a totally unrepentant Thatcherite. Just occasionally he sounds like a man who aspires to Government office. Here are some examples of the Thatcherite trying to break out.

On teachers' pay: "I am against a national pay scale. Schools should eventually be allowed to pay what the market demands."

On the funding of schools: "Schools

should be free to establish charitable companies and to raise additional money locally, through payroll giving and other schemes."

On British citizenship: "Perhaps we should only grant citizenship to people who are competent in English."

On patriotism: "We should be proud of the Americans and state to educate in our children that they are citizens of Great Britain."

In this vein Mr Rowe sounds like a man who could go far. But he is spotted by subverting greater pupil involvement in schools. Any Tory MP who believes "it is nonsense to claim that parents are the consumers of education - it is the children", is destined to remain on the back-benches a long time.

And to support pupil participation and school councils, and to argue that Mr Baker should consult secondary school pupils before proceeding with his Bill, is to risk dismissal as "loony". He is aware of this: "My colleagues think I am crazy," he says with a smile.

Back-bench MPs may not have much influence, but they can sometimes make enough of a stir to matter. Government have second thoughts. Mr Rowe hopes that he and his 40 or so like-minded colleagues will see through an amendment or two to Mr Baker's Bill. To rally the disaffected he has written a short pamphlet called *Chancing Change*. It is available from Milgate Publishing, 57, Half Moon Lane, London SE24 9JX, price £1.25.

Handle with care...

The most important task facing Kenneth Baker is to restore "mutual trust" between teachers and the Government, Mr Rowe says in his pamphlet. He argues that many of the Education Secretary's reform plans need to be implemented with great care.

Although "broadly supportive" of the proposals, Mr Rowe is often critical. In particular he argues that it would be wrong to require successful schools to allocate specified amounts of time to particular subjects. This should only be necessary in a "tiny handful" of schools where exam performances are poor.

Although not opposed to opting-out, Mr Rowe says that the proposal is badly thought out. He is worried that schools with a majority of ethnic minority pupils will opt out and create schools "which impose on girls a form of education which the British Government explicitly rejects".

Muslim parents back opting out

by Lorraine Dempster

Muslim parents in Bradford are hoping the opting-out section of the Education Bill will allow them to establish their own state-funded schools.

"Opting out" is gaining widespread support in many Asian communities, but particularly in Bradford where the local Muslim girls' school has just been severely criticized in a report by Her Majesty's Inspectors.

Parents and governors believe the private school's problems, including the lack of an adequate curriculum for all pupils, as singled out by HMI, have been due to a lack of funding.

Their plans to make use of the opting-out proposals come just as Baroness Hooper, who will steer the reforms through the House of Lords for the Government, has said that racially segregated schools might be the price society has to pay for greater parental choice in education.

Lady Hooper, who is also Junior Education Minister, was answering claims on BBC TV North-East's *The Look North Report* that the Government's new Bill would be divisive. She said: "If we are offering freedom of choice to parents, we must allow that choice to operate. If it ends

up with a segregated system - so be it. Lady Hooper's statement led to a clash between Labour leader Mr Neil Kinnock and Prime Minister Margaret Thatcher in the House of Commons on Tuesday when Mrs Thatcher refused to give an assurance that the Government's plans would not lead to segregated schools. Her advisers said afterwards she had not understood Mr Kinnock as she had not read any of Lady Hooper's comments.

However, experts in education have said schools segregated by race would be illegal under the Race Relations Act of 1976.

NEWS

Liberals propose 'buying in' outside expertise

by Barry Hugill

Plans to privatize the teaching of shortage subjects were unveiled by Liberal education spokesman Mr Paddy Ashdown on Tuesday.

Under the Liberal scheme schools would be allowed to "buy in" from outside agencies services not provided by the local education authority. This would mean that schools lacking a German or a Spanish specialist could employ a teacher from a private language school, Mr Ashdown explained.

The privatization plan is part of a 13-point "alternative education bill" drafted by Mr Ashdown and Mr Alan Leaman, chairman of the Liberal Party education council. It will form the centrepiece of a national educational campaign to be launched by the party next month.

Mr Ashdown stressed on Tuesday that the Liberals share many of the Government's aims, especially in relation to the role of parents and the importance of choice.

He said that his opposition to the Government's Education Bill was not over stated objectives but over means. Mr Baker's proposals would, at best, make little improvement to education and "at worst they will be extremely destructive", he said.

The majority of points in the alternative bill were contained in the Alliance election manifesto and include the commitment to restore teachers' pay negotiating rights, to guarantee entitlement to pre-school

education for every child and the creation of a new Department of Education and Training.

The most controversial suggestion, described as "radical" by Mr Ashdown, is that schools and colleges should be encouraged to "act as the centre of educational networks, rather than as static institutions".

Mr Ashdown said this would enable them to "buy" services which would vary from specialist language tuition to consultancies in curriculum development and work experience training. Local education authorities would be

encouraged, not forced, to buy in outside expertise. Legislation would be introduced, however, to promote pilot schemes in a number of authorities.

The Liberals' other proposals include: ☐ reform of the examination system with the introduction of broadly based, modular exams based on the GCSE; ☐ Legislation to ensure greater parental involvement in schools and the establishment of an education ombudsman to protect the rights of the

consumer in education; ☐ The establishment of a General Teaching Council with members elected by all teachers and including representatives from industry and parent organizations; ☐ Dismantling of the "binary divide" between universities and polytechnics in higher education by the creation of a Higher Education Council. The long-term Liberal aim is a unified system encompassing universities, colleges and polytechnics; ☐ A "learning entitlement" for all over 16 who could benefit from some form of higher education; ☐ Increased funding and status for adult and continuing education with an entitlement for all over 18 to a period of free education; ☐ Legislation to oblige i.e.s to encourage community education and to publish a policy statement on how they fulfil their obligation to educate all pupils for life in a multicultural society; ☐ Abolition of the assisted places scheme and a review of the charitable status of independent schools. The Liberals support the right of parents to opt for private education.



Paddy Ashdown: radical alternative

consumer in education;

☐ The establishment of a General Teaching Council with members elected by all teachers and including representatives from industry and parent organizations;

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☐ A "learning entitlement" for all over 16 who could benefit from some form of higher education;

☐ Increased funding and status for adult and continuing education with an entitlement for all over 18 to a period of free education;

☐ Legislation to oblige i.e.s to encourage community education and to publish a policy statement on how they fulfil their obligation to educate all pupils for life in a multicultural society;

☐ Abolition of the assisted places scheme and a review of the charitable status of independent schools. The Liberals support the right of parents to opt for private education.

Parents want to stay in ILEA

by TES staff

Parents in inner London have given a massive vote of no confidence to the Government's plans to allow boroughs to opt out of the Inner London Education Authority.

Meetings called to discuss the proposals in the Tory boroughs of Wandsworth, Westminster, and Kensington and Chelsea, and the Alliance-controlled Tower Hamlets, failed to find any significant support for the plan, the ILEA parents' consultative committee - which represents parent governors in the authority - claimed this week.

One parent-governor reported that out of 90 people who attended a meeting to discuss the issue at her child's primary school in Southwark, not one supported opting out. A similar pattern was reported in Wandsworth, Tower Hamlets and Westminster.

Mrs Corinne Julius, who chairs the PCC's Camden and Westminster division, said that while parents supported the Government's concern to improve standards, they opposed nearly all its planned reforms.

"I've never seen people so angry, not only about the content or lack of it but about the manner and timing of the proposals. This has united parents of all political persuasions," she said.

She also criticized the Government for failing to consult the PCCs.

Mr Brian Sams, the leading local authority Conservative spokesman, says London boroughs which want to opt out should leave in one go and not in stages.

Mr Sams, the Association of Metropolitan Authorities' Conservative opposition group leader and Bexley education committee chairman, told the association's education committee:

"My group would suggest it would be better to do it all at once, rather than let the ILEA die by a thousand cuts."

After the meeting he explained: "Each time an authority opts out it will cause major disruption and the residual bit of the ILEA will not know if it is coming or going."

Meanwhile, Westminster City Council hopes to recruit specialists from the ILEA when it opts out of the capital's 117-year-old unitary system.

The council is currently conducting a £22,000 consultation exercise through the pollsters MORI to find out what its residents want from education.

Mr Rodney Brooke, its chief executive, said: "We have a fair level of expertise at the moment but we clearly have to recruit educational specialists to run the service. Our main source of recruitment quite clearly will be the ILEA."

The London Liberal Party has pledged to defend the ILEA. In a weekend statement the party says that "political malice" motivates the Government's desire to break it up.

The statement distances the official London Party from the Liberal councillors who control Tower Hamlets council and who have indicated an interest in opting out.

But Ms Helen Bailey, policy vice-chair of the London Liberals, has denied any rift. "They have worked closely with us in drawing up the statement. You have to understand that Tower Hamlets' Liberals are worried about what will happen if the Tory boroughs opt out. They don't want to be left as part of a nasty, Labour-dominated rump ILEA starved of funds."

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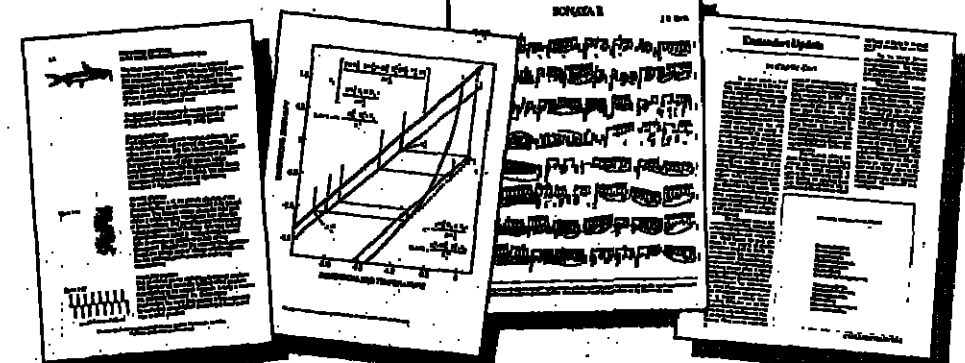
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NEWS



Teamwork: Blind and partially sighted youngsters were able to take part in a sponsored London to Brighton cycle ride recently - thanks to a fleet of tandems. The children, from Linden Lodge School and Clapham Park School were accompanied by pupils from Graveney School, a nearby comprehensive. The three schools wanted to raise funds for a skiing trip.

Sue Surkes looks at a campaign to improve the writing style of examiners

Plain talking advice on how to ask a simple question

Textbook authors and exam boards have long been criticized for the gobbledegook and jargon they offer the nation's developing minds.

The Plain English Campaign has received so many complaints from teachers that it is to concentrate on education next year.

But the indications this week are that the message is getting through. The Secondary Examinations Council has just published *Making ourselves clearer: readability in the GCSE*, an easy-to-understand booklet aimed at teachers and examiners.

Maureen Mobley, the author, gives some examples of superfluous phrases such as: "Having read the extract above you are now in a position to..." and metaphorical language, like: "The historical heartland of Scotland was eclipsed."

"Examiners are often reluctant to relinquish this 'formula' style of writing, perhaps because they feel that to make a question paper more accessible would diminish its status," she says.

She also warns against the obfuscating effects of formal grammar. Why

not replace: "Of what offence had the bishops been accused," with "What offence were the bishops accused of," she asks.

Ms Mobley, whose booklet discusses external exam papers as well as coursework assessment materials, stresses that readability must be urgently considered, since the introduction of the GCSE and its emphasis on positive achievement.

"It is hard to see how it is possible to assess candidates fairly and to give them every opportunity to succeed, if the readability level of the questions causes some of them to fail before they even begin to respond to the tasks set."

She starts with the assumptions some questions make about the candidates' general knowledge. For example, a question designed to test an understanding of viscosity asked: "Why does oil in the pipeline across Alaska not flow as quickly as oil in the pipeline in the Middle East?" To answer this pupils need to know that Alaska is cold. Subsequent discussions revealed the following deduction had been made. Baked Alaska is hot, ergo...

Advocate: "The husband was informed it was a motion to prohibit him from alienating the heritable subjects."

Judge: "Do you think he understood what that meant?"

Advocate: "This is the form in which interdicts are normally intimated."

Judge: "What does it mean?"

Advocate: "The husband must not sell the house."

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Ian Nash reports on the launch of the new Open College of the Arts

Distance studies with designs on creativity

Teachers from ten North Devon primary schools will be the guinea pigs for a creative arts course devised by the Open College of the Arts which was launched in London this week.

The OCA is believed to be the world's first college to use distance learning methods to teach art, craft and design. It aims to attract the unemployed, part-time workers, retired and disabled people and mothers with young children.

The college founders insist that British adults have poor appreciation of visual arts "because of the lack of confidence rather than the ability" of teachers in the formative years of children's education.

"Primary teachers are therefore an essential target group," said Lord Young of Dartington, who is also a founder of the National Extension College which started life as a pilot for the Open University, and first chairman of the National Consumer Council.

He admits that some educationists are cynical and see distance learning methods, such as home tuition and correspondence, as an improbable way of teaching sculpture, painting and textile design.

Undaunted by his critics, Lord Young predicts that up to 4,000 students from seven pilot counties will enrol on the foundation course due to start in January. He is encouraged by an enthusiastic response from virtually all art colleges that have promised tutorial support.

He also has a staunch supporter in Mr Joslyn Owen, chief education officer for Devon, who has given full backing to the primary teacher project which starts in January with the promise of any necessary additional resources and time.

"We will never have enough in-service for all 4,000 primary teachers in Devon. Distance learning is the only way to tackle it," he said.

Unlike the Open College - which is funded by Government grant - the OCA is a non-profit making charitable trust and will depend largely on the £99 fees for the 34-week foundation course (£45.50 for the unemployed). "We desperately need outside funding," said Lord Young.

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The OCA intends to raise cash by marketing its "products" vigorously and exporting courses overseas. Lord Young is also discussing with the OCA an ambitious course on industrial design.

If the college is to succeed as a provider of INSET then local education authorities will undoubtedly be asked to subsidize teachers who, like students, would be expected to meet the equivalent of at least one day a week in their own time and attend monthly tutorials at art college and summer school.

The OCA's primary teacher project aims to test foundation course materials and devise an INSET scheme to be launched nationally next September with the more general course "Foundation for Art and Design".

At the same time, more adult courses will be introduced covering subjects which include industrial design, garden design, photography, spinning and weaving, music and drama.

Mr Ralph Jeffrey, the senior tutor, said the courses were not trying to compete with adult education institutions. They were aimed at those considering taking studies to a very high level.

It was hoped that courses would eventually be validated and accredited by bodies such as the Business and Technician Council and the Council for National Academic Awards and provide a flexible route in and out of full-time education.

The primary teacher project was very much Mr Jeffrey's idea, based on experience at the Slade School of Fine Art and as an HMI for more than 15 years.

"There are a great many teachers who in the course of their daily work see the need to know more and teach more about art, but they lack the self-confidence. We must find out what they need most and provide it," he said.

Pilot areas are Devon, Dorset, Hampshire, Surrey, Sussex, Wiltshire and Yorkshire. For further information about the college write to OCA, Freeport, London, E2 9BR.

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YTS inspectors keep their reports confidential

Reports by the Inspectorate set up to police the Youth Training Scheme are being kept secret. They are seen only by the inspected organizations and the officials at the Manpower Services Commission directly responsible for supervising them.

This is in marked contrast to the treatment of reports on schools and colleges by the Department of Education and Science Inspectorate, now published in full as a result of a decision by Sir Keith Joseph, when he was the Education Secretary.

The YTS reports are available to other MSC officials only with the special permission of the Training Advisory Service, which employs the 32 training standards inspectors and lets the commission's policy planners have access to selected reports.

In a paper to the MSC, Mr David Tinsley, the service's director, says that the decision to keep the reports confidential for the present "will allow the service time to develop its survey techniques and methodologies before going public".

The paper says that the restriction will apply for the first two years, but it is understood that this is not a fixed time limit, and the commission may decide to go on keeping the reports secret.

By September of this year the inspectors, who started work in April, had carried out 185 inspections covering all kinds of managing agent and various occupations.

The paper points out that this is not a representative sample because only organizations which have gained approved training status have been inspected. Presumably this is because

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SCHOOL TO WORK

Management training will 'revitalize' industry

Britain's managers were warned this week that a "tiger" was being created by improvements in education and training. The warning came from Mr Geoffrey Holland, director general of the Manpower Services Commission.

Mr Holland told the British Institute of Management conference at Wembley on Monday that they were in for a shock. "Most enterprises in this country have got a tiger in their tank and don't yet know it... very few of us have ever had the experience of managing a highly educated, highly motivated, and highly productive workforce which is looking to take more responsibility and looking to take risks."

The tiger would be released if industry set about developing the full potential of its existing managers. There was no doubt that through development in the schools and the YTS, the potential of Britain's youth was being released, but that would not bear fruit until the year 2000. Seven out of 10 of those who would be in management posts then were already being employed as managers. Companies needed to bridge the gap by setting up programmes of

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Britain's managers fear that the higher education system may not be able to meet the demands of their new drive to reform management education. The MSC's chief believes this is urgent, but Lord Young is not so sure...

continuous education and training for them.

Continuing training of this kind was one of a series of measures which Mr Holland set out as necessary to bring management performance up to the level of our major industrial competitors.

Other steps included the MSC's new scheme to ensure that all students in higher education get a chance to learn about business, the introduction of a required preliminary qualification for those entering management, and one nationally recognized qualification for which all managers would be expected to study.

Mr Holland suggested that the qualification should bring together the academic and the practical by involving

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Geoffrey Holland: warning both the Council for National Academic Awards and the National Council for Vocational Qualifications. He called the programme for higher education a TVEI-like initiative which would aim at giving every undergraduate the chance to learn something of the world of enterprise, business, and commerce at first hand - "a very tall order".

It was at this point that Mr Holland, clearly choosing his words carefully, challenged the view put forward earlier in the conference by Lord Young that the key problems lay in the schools rather than in higher education. "I don't entirely share the viewpoint of Lord Young. Higher education is immensely important in this country," he said.

Not enough young people were going into higher education as a proportion of our population compared with our competitors "and the offerings are leaving a very great deal to be desired in terms of enterprise and the preparation of managers," he pointed out.

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The latest 'Inside Science' briefing describes the first five days in the life of an embryo, and how scientists can manipulate embryos to create a collection of mythical-looking creatures - chimera, clones and transgenic animals. In clear, concise language, it explains the techniques used, and the promise they hold not only for agriculture but also for treating infertility and genetic disorders in humans.

newscientist

The weekly news magazine of science and technology.

SCDC wants better school trip planning

Tragedies on school trips can only be prevented by better planning, by teachers, according to new guidelines published last week.

The School Curriculum Development Council has drawn up the guidelines in the light of the Land's End tragedy two years ago when four Buckinghamshire children drowned.

The SCDC says that teachers must plan trips in detail and there must be no question about who is in charge. Parents must be told what their children will be doing and the aims of each trip must be spelled out.

The guidelines have been drawn up by a committee including teachers, parents, local authorities and the Royal Society for the Prevention of

Accidents.

They say that teachers planning a school trip, whether it be to the local park or skiing in the Alps, must be experienced in leading groups and training should be provided for those who are not.

"It is not wise for any teacher to take on the group leader role without having had some experience as an assistant on the sort of visit being considered," the guidelines say. "This applies to a half-day outing with a junior class to the local museum as much as a two-week adventure course."

The party leader "must have total responsibility and authority for the organization and supervision" of the

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trip even to the extent of over-ruling the headmaster if he comes along. No trip should be "undertaken lightly" and the more hazardous the expedition the more experienced its leader needs.

As well as ensuring effective control of children, the guidelines make clear that relations between the adults are "crucial to success," adding: "Personal incompatability can cause unwanted tensions."

Taking a school trip can involve "gruelling responsibility," the SCDC warns, urging teachers to be honest with themselves about their own health and stamina.

Teachers are also told to make preliminary visits to places they plan to take pupils.

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NEWS FOCUS

Setting the standards

SOCIAL ATTITUDES

A survey shows widespread support among parents for conservative stances on moral questions. Paul Flather reports

More than four out of five people believe schools should teach children to obey authority, while two-thirds now believe young people today do not have enough respect for traditional British values.

This support for "moral traditionalism" emerges alongside a mass of other findings to do with political culture, welfare spending priorities, healthy eating, children's needs and much more from the latest survey of *British Social Attitudes*.

The survey confirms a widespread support for conservative stances on such moral questions as siffer sentences for law-breakers and censorship to "uphold moral standards". Some 45 per cent of respondents believe a law

should be obeyed even if it is wrong. Schools are seen as having a key role in developing attitudes. However, another survey in the report reveals that traditional values are what parents most want to teach their children. When asked which qualities parents should foster, honesty came top (86 per cent), followed closely by good manners (72 per cent) and respect for other people (67 per cent).

The survey of child-parent relationships by Sheena Ashford of Leicester University goes on to reveal that most parents of all ages feel they are more liberal and lenient with their children than their parents were with them.

Overall, though, an overwhelming number (84 per cent) said they thought a child's interest should come first, while the rest, including a proportion of younger women and more highly-educated respondents, thought parents should not be asked to sacrifice their own well-being for the sake of their children.

Another survey of food values, health and diet, reveals that class, gender, age and education all affect the characteristics of healthy and un-

healthy eaters. Not surprisingly, those with higher educational qualifications tend to eat more wisely.

The study of political culture by Anthony Heath of Nuffield College and Richard Topf of The City of London Polytechnic confirms another accepted trend - that the higher one's educational qualifications, the more likely one is to take part in social and political protest.

The survey shows, for example, that almost one in three (29 per cent) graduates have contacted an MP, compared to one in 10 of those with intermediate qualifications (11 per cent) and even fewer (8 per cent) of those without any qualifications.

Graduates are also more likely to hold liberal views. They are, for example, less likely to believe young people lack respect for traditional values, less keen for "wrong laws" to be obeyed, and less sure schools should teach children to obey authority (see table).

The report, the fourth from the Social and Community Planning Research team, confirms that education is still in second place for extra social spending. Support for further spending on health remains at the top - up by 10 per cent since 1983. Support for more education spending has risen by 3 per cent in the same period.

Only one person in 20 actually favours tax cuts which would lead to cuts in social spending. Even among Conservative supporters, the proportion does not exceed 5 per cent. The rest want matters left as they are. That is a statistic Mr Baker should note carefully.

British Social Attitudes: The 1987 Report, published by Gower, £28.50 hardback, £12.50 paperback.

Classroom control change

TRAINING

Bert Lodge looks at hitherto unpublished research which recommends more power for teachers over student practice

Classroom teachers, not lecturers, should be responsible for training students during their teaching practice, says the unpublished report of a pilot project sponsored by the Department of Education and Science.

At the same time, lecturers should control training in practical teaching conducted in groups or workshops away from the classroom.

The three-year DES project was set up in 1983 following criticism that teacher trainers were too remote from the classroom. It aimed to establish the ideal degree of collaboration between teacher-training institutions and the schools where students on postgraduate certificate of education courses acquire their teaching practice. One recommendation is that lecturers work in the classroom with both students and teachers.

The research, costing £154,000, examined courses at the Northampton annex of Leicester University, Leeds Polytechnic, Sussex University and Roehampton Institute.

The choice was intended to include primary and secondary training, both public and university sector provision with a geographical spread, colleges with strong local authority support and new as well as established courses. The project was evaluated by Cambridge University Department of Education under the direction of Professor Paul Hirst.

Because only classroom teachers know about the lessons students take, they should be given responsibility for day-to-day training, the report says. But teachers' ability to undertake this role varies greatly and the report recommends "where necessary, appropriate forms of in-service training".

As well as practical training, students need to learn about alternative forms of good practice, possibly through videos or other materials. "How far teachers are equipped to undertake work at this level is uncertain unless they are given special opportunities to acquire the necessary extensive knowledge," the report says.

Lecturers are more readily able to acquire that "detached" knowledge and practice and to have the facilities to work with students at this level in training institutions. In most cases, it would therefore seem sensible for lecturers to retain prime responsibility for training at this level.

Students need to learn about the principles of practical teaching at the same time as working in the classroom. However, lecturers do not have time to spare for classroom work in the more practising teachers who do with this the better.

From the start of their course, a pattern of "serial" and "block" practice should be devised for students, a minimum of two serial and one block practice using at least two different schools is recommended by the report.

School-based training in the PGCE, University of Cambridge Department of Education, Directors.

NEWS FOCUS

Scared is... a visit to the dentist

TERRORISM

Ulster children are less outwardly disturbed by the threat of civil conflict than those on the mainland. Carmel McQuaid reports

Most children in Northern Ireland have become accustomed to living with civil conflict, according to new research. They have learned to cope both with the crisis and the accompanying economic deprivation.

Children in Manchester in fact see far more menace in bomb scares. And tests show children in inner London to be more psychologically disturbed.

While Ulster's youth are more alert to civil violence than their counterparts in London or Edinburgh, it disturbs them less. "Violence in the home holds more reality than the violence in the community," writes Dr Karen Trow, a psychology lecturer at Belfast's Queen's University, in a new book, *Northern Ireland: Living with the Crisis*.

Dr Trow cites an experiment which involved more than 1,000 Catholic and Protestant boys and girls in Belfast, aged 10 and 14, as well as 14-year-olds in Manchester. The children were shown a list of undesirable events, which they had to assess as "worrying" or otherwise. These ranged from thunder and lightning, visits to the dentist and being sent to the principal, to bomb scares and getting caught in a riot.

The Manchester group gave a far more "worried" reaction to bomb scares than the Belfast children, who also put events such as "soldiers on the streets" or "getting stopped at checkpoints" near the bottom of their list.

The items chosen as most stressful were almost identical for each of the three groups, with "parents being killed" heading the list, followed by "parents fighting" or "having an operation". The younger children and girls, however, perceived conflict situations as more stressful than the others.

In another study cited by Dr Trow which asked 1,000 seven and 11-year-olds to write an essay either on "Belfast" or "Where I live", violence was mentioned by 40 per cent of those who chose the "Belfast" title. The conflict was mentioned by only 6 per cent of the other group who lived in less violent areas, and by only 15 per cent of those from trouble-hit places like Crossmaglen and Carrickmore.

Most child casualties resulted when violence was at its height, with rioting in the streets. But the trauma tended to be short-lived, with only a small proportion suffering severely for long periods.

In an analysis of 150 pupils aged 10 to 16, who all attended a day centre for maladjusted children between 1975 and 1982, quoted by Mr Ed Cairns, senior lecturer in psychology at the University of Ulster in his book *Caught in Crossfire*, 18 had direct experience of communal violence - possibly a relative assassinated or a family member convicted of terrorism - while violent incidents have been witnessed by four others. But of these 22, seven had already behaved deviantly at school before the violent episode and in 11 cases one or both parents had been unable to re-adjust after the event.

In fact, a teacher questionnaire designed to detect psychiatric disturbances in primary school children has found that though the 15 per cent

incidence in Belfast was higher than in the Isle of Wight, it was lower than the 19 per cent recorded for children in inner London.

But if they have violence in perspective, Ulster children are extremely alert to its ever-present threat. In one experiment cited in the Cairns' book six to 10-year-old boys from two schools in a fraught Catholic and Protestant area, were given a parcel, a milk bottle, a cigarette packet and a letter which they had to find four cardboard figures in a street of model houses. An identical procedure was erected with pupils in Edinburgh.

While in a trouble-free part of Ulster and in a south London suburb, while bombs and explosions were advanced as explanations by 20 per cent of the London children, they featured in 90 per cent of the Ulster pupils' responses.

Further research cited in the book also suggests that children from Northern Ireland are more aware of endemic violence than their contemporaries in other troubled countries. In 1980, pupils aged 9, 12 and 15, from Jordan, Iraq, Ulster and the Irish Republic, were asked to write for 10 minutes on "My Country". When the 2,785 essays were read, 66 per cent of Ulster children mentioned violence, compared to 30 per cent from the Irish Republic, 19 per cent from Jordan and 7 per cent from Iraq.

Surprisingly, the children apparently most aware of violence did not come from Ulster's areas of worst conflict. But references to slogan-writing, shooting, stealing cars, rioting and stoning police were most frequent in the work of children from troubled districts.

Yet the worsening socio-economic situation appears to have diffused the key role violence once had in the daily lives of the young. A retrospective investigation of some 900 referrals to Belfast's regional child psychiatry department showed that while the troubles feature in about one-third of 1972 and 1976 case notes, by 1980 only 12 per cent contained mention of the conflict.

But such small mercies give no reason for optimism. For in yet another experiment, two groups of six to 10-year-olds, one from Edinburgh and one from a Belfast working-class area, were asked to arrange an assortment of circles, squares, semi-circles and triangles. The colours, red, orange, blue and green, were the colours of the "Protestant" and "Catholic" flags. Remarkably, by age 10 nearly all the Belfast children, but virtually none of the Scottish children, were still classifying the objects according to colour.

When it was suggested that red and blue would combine nicely with green, the children replied: "No that's not right; you can't put Protestants with Catholics."

Northern Ireland: Living with the Crisis by Dr Karen Trow is published by Praeger Publishers, 1 Madison Avenue, New York, USA. *Caught in Crossfire: Children in Northern Ireland* by Ed Cairns is published by Applipree Press, 7 James Street South, Belfast BT2 8DL, price £5.95.

The phoenix with more dash than cash

COMMUNITY WORK

Diane Spencer looks at the youth service's new corporate image



The 76-year-old National Association of Youth Clubs is dead. Long live Youth Clubs UK!

The NAYC has re-launched with a snappy new corporate image which includes a green and red logo, a new name and, according to its publicity blurb, "a dynamic 44-year-old" as its new chairman.

Youth Clubs UK has started its rebirth at a difficult time. The Government has lopped off £20,000 - a 10.5 per cent cut - from its annual grant so it now struggles along on a budget of £750,000. Most of that is raised privately.

While deploring this short-sighted attitude, Jan Holt, the chief executive, said: "We are not whingeing. We intend to go out and market ourselves aggressively."

The organization, which started life as a girls' association, has about 700,000 members in 7,500 clubs - with 30,000 voluntary workers, 14,000 part-time paid and about 3,000 paid full-time by education authorities or voluntary groups.

"We want to kick out the old image of the coffee bar and ping-pong and replace it with a brighter, fresher innovative one which is sensitive to the needs of young people," Ms Holt explained.

Youngsters now go to youth clubs to get help from people who understand their problems. These are places where they have access to opportunities to develop their skills, abilities and knowledge.

Mr John Rees, the new chairman, is head of Blundells, an independent school in Devon. He claims that the work of young people goes unsung. "It is important to celebrate their achievements instead of dwelling on their problems."

And he wants the organization to provide guidance and support for clubs, perhaps by providing a manual of ideas. He praises a Liverpool club for adapting go-karts to take a disabled passenger - that kind of initiative could be taken up by others, he believes.

Youth Clubs UK now encompasses 44 local youth club associations. In the late 1960s it started Physically Handicapped/Abled-Bodied (PHAB) clubs - a swinging catchword at the time. They have now formed their own separate organization.

Community industry was another NAYC innovation which went independent. Set up in 1972 it was one of the forerunners for the Youth Training Scheme - the association was also a former member of YOUTH AID, the

lobbying group for young unemployed. In the past 20 years its headquarters have moved from a smart Marylebone address to Nuneaton, in the decentralization fashion of the time, and now resides in Leicester.

Ms Holt said the association has developed into "a leaner, fitter one" over the past 10 months. As YCUK is "strapped for cash", she hopes to persuade industry to help. "They will get a good return for their money: they are investing in the future."

One of the casualties of the cuts was the five-strong girls' education unit which had tried to counter the male domination of many clubs - which exists despite the 52 to 48 per cent ratio in favour of girls. The unit was axed early this year.

YCUK fears that its grant might be cut again next year as the pool of government money which it shares with more than 60 organizations in the youth field remains static with new groups making more demands on it. John Rees said: "It is disappointing to find a government which talks of getting people to help themselves, starting an organization of funds which is designed to do just that."

But industrialists might be persuaded by the kind of argument used by the man at a fund-raising dinner in the City of London recently who said: "Next time you see a vandalized phone box it might press you into giving money to YCUK."

Notice

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Closing date for applications is 1 March 1988.

OVERSEAS DEVELOPMENT
ODA
Britain helping nations to help themselves

At the heart of the matter

FITNESS

Thousands of children could be storing up trouble in later life by their attitudes towards their diet and exercise, reports Susannah Kirkman

At least one in three British schoolchildren could be heading for heart disease in later life unless schools can change pupils' attitudes to diet and exercise.

Even during PE lessons, children rarely reach the rates of activity needed to keep their hearts healthy, according to research carried out at Exeter University.

A pilot study of 100 11-year-olds in two Devon schools has shown that only a third of the pupils exercised consistently enough to protect their hearts. Another third never registered heart rates high enough to promote cardiovascular health, while the rest only fleetingly achieved the right level of exercise.

"We know that activity levels tend to fall from the age of 12 onwards, so we could be uncaring a major problem," said Mr Neil Armstrong, project director and chairman of physical education at Exeter University. Better transport and the popularity of computer games both mean that children are not exercising as much as they used to.

Mr Armstrong believes that heart disease often starts in childhood. Fatty streaks which can be the precursors of a heart attack are frequently found in five-year-olds. Smoking, lack of exercise, obesity and high blood pressure are catalysts which may eventually transform the fatty streaks into a substance that will block the arteries. These "coronary risk factors" could already be present in children, the Exeter research suggests.

The research team is hoping to use its data to plan a programme to help prevent coronary disease. "It's wrong to put all our effort and money into rehabilitation," Mr Armstrong said. "We should start by teaching children how to eat and exercise healthily."

In virtually every other Western country, heart disease is on the wane. According to Mr Armstrong, deaths



Plugged in Neil Armstrong tests a volunteer's fitness in his Exeter laboratory.

from coronaries have declined dramatically in the United States since the start of an effective health education programme.

The first task for Exeter's Coronary Prevention in Children project is to collect more information. This year, 1,000 11 to 16-year-olds from Devon schools are taking part in experiments to assess the likelihood of heart disease.

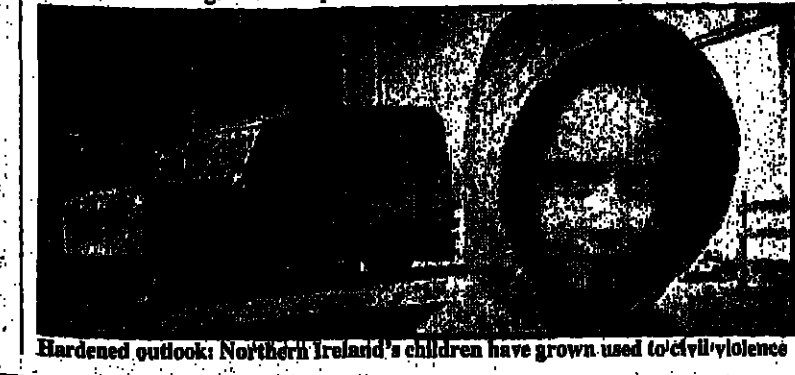
Heights and weights are recorded and blood samples are taken to analyse cholesterol and fat levels. The project nurse also estimates obesity by measuring the pupils' skin folds.

Pupils fill in a questionnaire on their attitudes towards diet, smoking, alcohol, leisure activities and other relevant issues.

In groups of four, pupils spend a whole day in the university lab. As they pound away on a treadmill, their respiration and heart rates are monitored and their blood is tested. The results show if they are capable of exercising intensively enough to prevent heart disease.

Members of the project team, who include the district medical officer and the deputy director of the post-graduate medical school, also use the day to explain the experiments to pupils and give them information about coronary disease.

Then the schoolchildren are tagged with electrodes which record their activity levels over seven days. The results are surprising. "Children may be more active when they're playing 'tag' than during a PE lesson," explained Mr Ian Holden, head of PE at the Cornham School in Wiltshire, where pupils are taking part in some of the experiments.



Hardened outlook: Northern Ireland's children have grown used to civil violence.

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NEWS

IN BRIEF

PM sticks by closure plan

Last ditch efforts to have Clavymore primary school in Co Armagh opened again officially, in spite of a decision to transfer its pupils to Markethill, have been rebuffed by the Prime Minister. In a letter to Ulster Unionist MP John Taylor, Mrs Thatcher said: "Given the benefits in terms of the curriculum and accommodation which the transfer to Markethill will bring, I hope you will agree that the closure decision was the right one." The defunct building had been reopened at the start of this term, when unemployed and retired teachers volunteered to instruct 20 pupils.

Pay fight

The Inner London Education Authority support staff are to refuse to co-operate with the authority over their pay claim.

A ballot of the 7,800 Greater London Staff Association members who work for the ILEA voted for the action by a majority of just over 3 to 1. The ballot also produced a small majority for selective strike action in the event of non-co-operation failing to produce a satisfactory offer.

Bill against ban

Fears that education authorities will be obliged to buy South African goods for school use were raised by Ms Joan Lester, Labour's spokesman on overseas aid, at a conference in Rotherham last weekend.

The Local Government Bill, now before Parliament, would prohibit all public authorities from banning the purchase of South African and Namibian products and boycotting companies linked with these countries.

Ms Lester said the prospect of school canteens selling Cape apples and Outspan oranges would cause widespread anger among the black community as many of them identified with the anti-apartheid struggle.

Ombudsman call

The education committee of the right-wing Families for Defence has presented a 6,000-signature petition to Mrs Angela Rumbold, Minister of State for Education, demanding that an independent education ombudsman investigate allegations about political indoctrination and bias in schools.

Arts promotion

A new national organization has been launched to promote the arts in education. The Arts Education Forum, to be chaired by Malcolm Ross, Exeter University's professor of education, brings together educationists and artists to debate and lobby for the arts in the curriculum.

Adult education

Women and black students are taking the most advantage of inner London's adult education institutes, according to a survey conducted by the Inner London Education Authority's research and statistics branch. The results are based on questionnaires from 1,106 students on 100 different courses.

Special needs

Three advisory teacher posts have been created by the Inner London Education Authority to deal with the special educational needs of pre-school children. The Scale Three post holders, who will cost £45,000 a year, will advise on teaching programmes for children who are likely to have a special needs statement made on them in later years.

Bulging pockets

Boys get more pocket money than girls, according to a survey published this week. The average 11-year-old boy is given £2.43 a week by his parents, but girls of the same age receive only £2.15. And 15-year-old boys get an average £4.78 - 52p more than girls.

The survey of 18,000 schoolchildren was conducted by the Health Education Unit of Exeter University.

Bert Lodge reports on two schools which have suddenly lost their playing fields
Week's notice follows ground sale

A Manchester school was forced to leave behind some of its sports equipment when it was given a week's notice to quit one of its playing fields.

The site - which provided four football pitches for Oakfield High School in winter, and cricket and athletic facilities in summer - has been sold by Manchester city council to Siemens UK.

The company, an offshoot of the German electrical firm, has said the redevelopment will lead to 600 jobs.

The head of the 1,000 pupil school, Mr P J McBride, says he was told "by a phone call from a friend" that the upper school playing field at Nell Lane was to be sold. The next day a letter from the city hall told him the school had to vacate the field within little more than a week.

"We have just one playing field with points up," said Mr McBride. "We are using an interim field about the same distance away."

A meeting of the governors last month passed a resolution protesting

at the brief notice period which forced the school to leave equipment behind in the pavilion.

A spokesman for the council said it was agreed three-and-a-half years ago that the Nell Lane field would be sold if a high quality company made an offer. Mr Gordon Hainsworth, Manchester's chief education officer, said in a report to the council that the loss would not leave Oakwood short of playing fields according to the minimum laid down by the DES, as the former Chrysler playing fields had been bought as a replacement.

Mr Steve Allatt, general secretary of the English Schools' Football Association, said he was perturbed about the continuing trend to deprive schools of their playing fields.

The council spokesman said he regretted the short notice but the development company insisted that negotiations were kept confidential.

Devon to lose area 'steeped in history'

Devon County Council has been condemned for its decision to sell off a playing field which not only serves a special school but is also in an area landscaped by the great railway pioneer, Isambard Brunel.

Mr Geoffrey Tudor, historical adviser to the Brunel in Devon Trust, says councillors who made the decision to sell the two-acre field were not given full information on its historic interest. The field adjoins Torquay Steps Cross special school for the physically

handicapped. Mr Tudor, a former head of a special needs school, said: "A high proportion of the school's pupils are now in wheelchairs, and are unable to play football, but nobody in Devon seems to consider the field could serve any other educational function." He added, "This is a field steeped in history, lovely to behold. Brunel's hedge-bank of magnificent beeches runs along one side of it."

A council spokesman said the amount of information supplied relat-

ing to Brunel had no bearing on the council's decision that the land was surplus to educational requirements. Once that was decided, Devon's policy of selling land to raise money for other urgent needs would be implemented. The council was submitting a planning application for housing development. "But some of the money raised will be spent on the school. It is already earmarked for improving the slothotherapy area, changing rooms and ramp access for wheelchairs."

Sex educators and churches unite in 'awareness' forum

by Sue Surkes

A Sex Education Forum, which brings together organizations including the Family Planning Association and the Catholic Marriage Advisory Council, was launched last week.

It will campaign for sex education for all school children, and initial and in-service training for teachers and other professionals involved in the field.

It also wants to help parents, teachers and school governors to clarify the aims of sex education and to win their support. Governors, it believes, are in particular need of information since the 1986 Education Act gave them responsibility for sex education.

Forum members, who began meeting a year before the official launch, said last week that their individual perspectives had not yet led to any conflicts.

"We are not saying everything is rosy," said the Reverend Peter Chinnery of the Church of England's Marriage Education Panel. "We are saying there is a sense of hope in that these organizations can actually talk together and begin to address something that needs to be part of the curriculum, and try to work through some of the controversies. We want to equip people to make more effective choices."

Asked about his views on teaching about homosexuality, he said: "When we talk about homosexuality, we are talking about part of the human condition. We can't avoid learning about the way we are."

The Forum, which involves 12 organizations and is being co-ordinated by the National Children's Bureau, will

OVERSEAS

Universities criticized for misusing service

FRANCE

Mary Follain on the discriminatory use of a new computer applications system

After complaints from parents, Parisian universities have been reprimanded for misusing a new computerized information system intended to help with applications.

The National Information Technology and Liberties Commission (CNIL) said in a recent report that universities failed to warn potential students that their applications might not be considered if they did not use the system.

The system, called Ravel, was set up in the spring by the rectorate - the Paris education authority. It was in-

tended to give the capital's 13 universities an idea of the number of applications they would receive in the summer.

Pupils who planned to apply for a place were asked to use Ravel to tell the rectorate which university they would choose, but this was not compulsory.

However, some universities like Paris II turned away applicants who had not used the system.

University enrolment in Paris is often a nightmare. Students sometimes queue for hours for the most popular courses as soon as the baccalaureate results are out.

Traditionally, anyone with a diploma (equivalent to A levels) is entitled to a place and universities are not supposed to pick and choose. Ministers have been scuttled a year ago after



Enrolment figures: would-be students may have to queue to get a university place

demonstrations by students and pupils which ended in one student's death and serious injury to others.

Despite the opposition to selective entrance procedures, universities often try to exploit legal grey areas. Some saw Ravel as a means to arm themselves for the June onslaught by only accepting applicants who had used the system.

Ravel can be accessed through Minitel electric terminals, which communicate using the telephone. The state telecommunications authority has given thousands away free and they have become a familiar sight in many French schools, offices and homes.

The CNIL has warned both the rectorate and universities against future abuse of the scheme. They will have to make a fresh application for approval next year, and the CNIL is expected to insist on safeguards. Only in exceptional circumstances, it says, will universities be allowed to ask applicants for more than names and addresses, since this could be opening the door to pre-selection.

In its report, the CNIL criticized another university, Paris VI, which had tried to set up its own computerized registration service, asking applicants to give baccalaureate results. Protests by student unions soon put an end to the attempt.

Quarterly magazine

PORTUGAL

The Anglo-Portuguese Foundation has launched *Cultura*, a quarterly magazine focusing mainly on the arts. It is edited by Fernando de Sousa, London correspondent of the *Dario de Noticias*.

Articles range from music to travel, linking the UK and Portugal as well as Portuguese speaking countries. The Foundation hopes it will be widely circulated in secondary schools, colleges and universities. Details from the Anglo-Portuguese Foundation, 2 Bedford Square, London WC1B 3RA.

Casualties of conflict

SRI LANKA

A census by the Ministry of Education has revealed that 494,916 schoolchildren and 12,300 teachers have been displaced in the last three months of conflict.

Correction

The report on China (TES, November 13) was written by Ruth Cherrington and not as stated.

Reform movement may take legal action

America's school reform movement, which over the past few years has prompted legislatures in about 40 states to pass statutes demanding higher standards of education, may or may not have benefited the children. But there is one group that seems almost certain to profit from it: the lawyers.

Phyllis McClure, an attorney for the National Association for the Advancement of Coloured People (NAACP), told a Washington symposium last week that plans are being considered to launch lawsuits against schools that do not provide an adequate education, especially for minority students.

The actions would be brought by students in cases where the state had set a graduation standard, but failed to provide an adequate opportunity for them to meet it.

The NAACP aim is to use litigation to force the states to implement the reforms they have put in place - to increase funding to meet the educational goals that they themselves have set.

"The answer," said Ms McClure, "is not to throw out the standards, but to use those standards to force the states to provide minorities with the education to which they are entitled."

Uncrowned kings from the basement

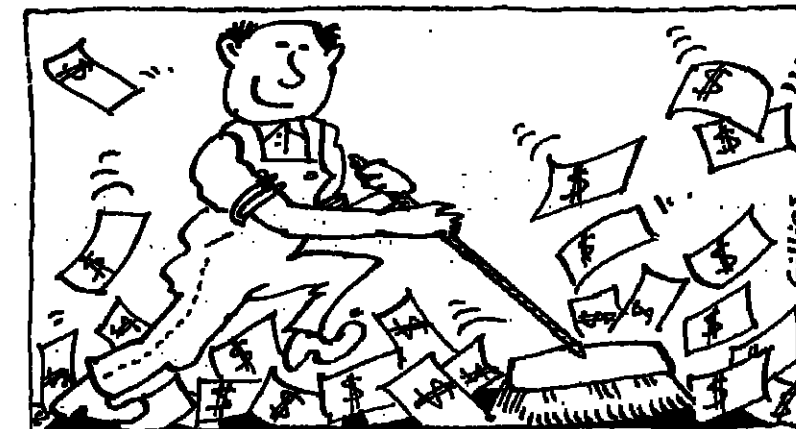
UNITED STATES

New York's caretakers have taken control of the schools they sweep. Bill Norris reports

Principals who want light bulbs changed or desks moved might just as well forget it, or do the job themselves. There is nothing in the contract negotiated by Local 891 of the International Union of Operating Engineers which compels its 986 custodian members to perform such menial tasks. And teachers who want to get into their classrooms before 8am to do extra preparation for their lessons, must first run the gauntlet of asking the caretaker for permission. It is usually refused.

The situation has been brought to light by Mr Andrew Stein, president of the New York City Council. In a *New York Times* article, he claims that "this bizarre arrangement is hardly an aberration. Indeed, the custodial contract is something of a model for the way the entire school system is being run."

"The Board of Education," Mr Stein goes on, "presides over a structure in which there is virtually a total absence of accountability and a consequent lack of management controls. Thus, where as custodians are unaccountable to the



principals, the principals - thanks to an outdated and rigid system of tenure - are virtually unaccountable to anyone else in the system.

"It's hardly a secret that our schools are plagued by all too many incompetent and burned-out principals responsible for ruining the educational dreams of thousands of children. Nevertheless, nothing can be done to remove these principals under the present contract."

Nowhere, he says, is the rule of unaccountability more firmly established than in the board's Brooklyn headquarters.

"We have created a bureaucratic

monster that functions essentially as a special-interest state. It is a state in which every powerful group's prerogatives are protected. Everyone's special claims are honoured - the custodians, the principals, the bureaucrats. Everyone, that is, except the children."

Mr Stein's suggested solution is to do away with the Board of Education and hand over total responsibility for the schools to the Mayor of New York. "At least he is accountable to the voters." But in the meantime, Local 891 is negotiating a new contract for the custodians, and there is little sign that it will be less generous than the last. Caretakers rule. OK?

Study reveals value of extra help in childhood

Evidence that concentrated help for pre-school children of poor families can make a significant difference to their later lives has just emerged from a long-term experiment by researchers at Syracuse University, New York.

In 1969-72 Syracuse families with incomes below the poverty line were selected for the project. The mothers were mainly young, black, single, unemployed, and without a high school diploma.

They were given education, health and counselling services from the last stages of pregnancy until their children were five years old. At the age of six months, their children were placed in an enriched day-care programme at the university's children's centre.

At the same time, another 82 similar families were selected as a control group and received none of these benefits.

The Syracuse researchers have tracked down 119 children from both

groups - now high school students aged 14 to 16. They found that of the 65 who had received special care, only four had become juvenile delinquents. Of the 34 control group children, 12 already had criminal records.

At school, the favoured girls were doing much better than their control counterparts, though there was little difference in the academic records of the boys involved.

More than half of the children who had special services expected to go on to university, compared with only 28 per cent of the control group, and the researchers found in general that they had much higher self-esteem. "This yields impressive evidence that society's investment in early childhood education and in family support makes a big difference when the children grow up," said Dr J Ronald Lally, leader of the study.

A further follow-up is planned when the children reach the age of 20.

Unit devises new CDT evaluation

by Ian Nash

Radically new tests have been devised by the Government's Assessment of Performance Unit to monitor achievement in design and technology lessons because available methods are "inadequate" or "impossibly expensive" to manage.

Thousands of 15-year-olds will be involved in the first full-scale national evaluation survey of CDT in schools by the APU next year. They will be asked to complete partly-solved problems designed by assessment experts.

Pen and paper tests were ruled out as "inadequate" because achievement could not be measured simply by correct answers or the quality of an end product. To judge the quality of think-

ing behind a project, a wide range of sketches, notes and model-making exercises had to be considered.

The most reliable way to monitor standards was thought to be through close scrutiny of GCSE project work in CDT, home economics, science and technology. But it would be "impossibly time-consuming and expensive" to assess the APU.

Short tests lasting up to half a day will therefore be used to measure a pupil's ability to select and apply appropriate ideas, demonstrate and explain knowledge of materials and equipment, and use sketches, diagrams and notes to explain the design of

The approach is straightforward when testing how a pupil might approach the start of the project, says the APU. To test more advanced abilities, pupils will be given an "underdeveloped" product and asked to refine it.

A pilot monitoring programme has also been launched to assess what money and time is needed to train teachers and assessors, and work out the best ways of carrying out tests and analysis data.

Design and technological activity: A Framework for Assessment, Assessment of Performance Unit, available from HMSO, price £2.50.

Grammar petition

Writers, philosophers, actors and media personalities are among thousands of signatories to a petition calling for the return of formal English grammar teaching, part of a campaign waged by the Queen's English Society about declining standards.

The signatories call on Mr Baker to introduce compulsory study of formal grammar into the curriculum and GCSE English language syllabus.

They include the philosopher, professor Sir Karl Popper, Nobel prizewinner for literature Kingsley Amis, Anita Brookner and John Murdoch, and the actors Sir Michael Hordern and Sir John Cleese.

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OVERSEAS

Supply exceeds demand for training places

WEST GERMANY

Paul Bendelow on the new surplus in apprenticeships

West Germany has a surplus in training vacancies for apprentices for the first time since the late 1970s.

Herr Jürgen Möllemann, the Education Minister, describes the surplus as "a return to normality".

The new training year has begun with 34,000 out of 700,000 applicants unemployed, although 44,500 apprenticeships remain unfilled.

The surplus is greatest in the building and construction trades, retailing, hairdressing, the bakery and butchery trades, and painting and decorating. But, Herr Möllemann says, a training vacancy surplus does not necessarily signify a workforce shortage: the trades with most vacancies have the highest post-apprenticeship unemployment.

The minister attributes the success in meeting training demand to the joint efforts of the Government, industry and trade unions. But he also warns of the danger of complacency and estimates that a surplus of 100,000 apprenticeships is needed to guarantee young

people freedom of choice in a career. The public sector is training 90,000 young people - about half of them in the Post Office - and will take on 32,000 more this year. The minister says he attaches "special importance" to this sector as it can help relieve training shortages in structurally weak regions. In five states - North Rhine-Westphalia, Lower Saxony, Hamburg, Bremen and Berlin - the overall demand for training vacancies still exceeds supply.

In North Rhine-Westphalia, about 15,000 young people failed to find apprenticeships this autumn - fewer than in previous years, but the number is falling more slowly than in other states. Two-thirds are girls, roughly the same proportion nationwide: Herr Möllemann admits that efforts to encourage girls to train in areas other than traditional service sector professions have proved disappointing.

But he claims success for the Government's youth unemployment sectors. The programme, first launched in 1980 and currently training 32,000 young people at an annual cost of DM407 million (about £135 million), has made what the minister calls "a decisive contribution" towards helping groups such as special school pupils and immigrant children to achieve "lasting integration in the working world".



Sparks of hope: apprentice welder at work in a training centre in North Rhine-Westphalia.

The programme provides additional teaching and social work support. Next year it will be included in employment promotion legislation, in a bid to increase authorities' flexibility in allocating resources in this field.

But there are fears that vocational training may be developing into two tiers: the traditional dual system in which apprentices are trained in firms with day-release courses, and the new, full-time training in non-commercial establishments, usually financed by Government, chambers of commerce and social work bodies. An apprentice fitter might be paid a monthly wage of DM700 (£235) by his or her firm in the dual system, but receive state help of only DM400 (£135) in a non-commercial establishment.

The need to maintain the quality of vocational training was the keynote of an address by Herr Möllemann to the Confederation of German Industry at the end of September. He announced plans to set up an independent advisory body to monitor training standards

throughout the system.

More than half of West Germany's two million unemployed have no vocational qualifications. A report on vocational training and employment prospects published in October by the Federal-Regional Commission for Educational Planning, the BLK, predicts that around 8.4 million young people will successfully complete vocational training between now and the year 2000 and that about the same number of qualified jobs will become available through retirement in the same period.

But commentators say that this will still leave one in seven school-leavers without training. In the immediate future, employment prospects remain bleak with an estimated two million new jobs needed by 1990 for those with vocational qualifications.

Herr Möllemann says the report clearly shows that "substantial efforts will be needed to try to provide all young people with vocational training and subsequent employment".

Retirement plan aims to cut cost and create jobs

NETHERLANDS

Ronald van de Krol on a radical scheme to help young teachers

The Dutch Government has unveiled plans to allow teachers to go into semi-retirement at the age of 53 in an attempt to reduce unemployment among young teachers and cut the education ministry's salary bill.

Starting in January, primary and secondary teachers from the age of 53 will have the option of working half the normal week and "retiring" for the rest while still receiving 90 per cent of their salary.

Believed to be the most far-reaching retirement scheme available to teachers anywhere in the world, the plan marks a further reduction in the profession's already low pension age. At the moment, Dutch teachers take early retirement from the age of 59.

"Though teachers' unions have generally welcomed the scheme there has been some criticism. 'It's a welcome move, but it also creates obvious organizational problems,' said Mr. A. Sliedrecht, spokesman for the General Union of Teaching Personnel (ABOP).

"For some children it's going to mean that they'll be seeing different faces in front of the class from day to day," he said, adding that the problem could be greatest for younger children.

Dutch children are already taught by a large number of teachers who work part-time or in a job-sharing arrangement because of Government education spending cuts over the past five years, he said.

Details of the semi-retirement plan have still to be worked out in discussions between the Government and teachers' unions.

Mr. Sliedrecht said his union would continue to press for teachers to be given the additional alternative of taking full early retirement from the age of 56, thereby reducing the logistical problems at schools.

About half of the teachers aged 53 or over are expected to take advantage of half-week employment which should create up to 1,600 jobs for young teachers. Unions estimate that around 40,000 trained teachers - many of them under the age of 30 - are unable to find work in their chosen field.

As in many other countries, teaching jobs are hardest to find for so-called "soft" subjects such as arts or language and literature. At the same time, Dutch schools are having difficulty competing with industry for recent graduates in subjects like chemistry and mathematics.

A ministry spokeswoman said: "Our goal is to counter the gradual greying of the teaching population". Another aim is to reduce salary costs by replacing older teachers - who have built up seniority and command higher salaries - by younger and therefore cheaper teachers.

Financing the scheme will cost the equivalent of £45 million, part of which will come from the interior ministry. But in the long term, the scheme is expected to bring substantial savings. Teachers who find a post as a result of the semi-retirement of an older teacher will receive a starting salary no more than 60 per cent of their colleague's final salary.

The ABOP would prefer to see an overall reduction in the working hours for all teachers - regardless of age or length of service - as a solution to creating more jobs in the profession.

The ABOP argues that a shorter working week should also apply to the large number of part-time and job-sharing teachers as to those under the age of 28. "This is especially important because of the growth in the number of professional part-timers," Mr. Sliedrecht said.

Forgotten arts

Sir - From the perspective of embattled arts teachers in schools, some very worrying points come out of both the Department of Education and Science 1984 secondary staffing survey and your reporting on it (TES, November 6).

Despite publishing Ken Robinson's article on the implications of a national curriculum on the arts in schools two weeks ago, in your report and comment about the survey last week you review the position of virtually all subject areas but do not mention the arts at all. You even give quite some space to the position of classical studies where, at a maximum, they are studied by 10 per cent of pupils.

This lack of recognition will come as no surprise to arts teachers. They have been progressively marginalized in various ways over the past few years. The increasing emphasis on scientific, technical and vocational education, the fact that the arts are not easy to assess objectively, the problems and pressures inherent in options systems favoured by most schools, the isolation of arts teachers often in one-teacher departments, and many other factors, have left the arts in many schools without a sufficiently strong voice to argue its case against powerful opposition.

The figures also reveal an interesting situation: that while music is almost universally taught in the first three years, its take-up into the fourth and fifth year is by only a seventh of the school population; while it is taught in fewer schools, the figure for drama is better at a fifth; for art it is over a third.

This may reflect a variety of factors. For example, art has generally been part of a far wider grouping in design departments and has a long history of valuing creativity and the practice of skills. Drama provides a marvellous way to develop a student's self-confidence and awareness, but for a school that has not yet felt its value, where is the staffing time to come from?

Music makes a noise and therefore creates serious space and equipment

problems, which have severely limited teachers' abilities to provide a practical and creative curriculum which might stimulate a greater student uptake, all other things being equal.

In fact, our experience in Leicestershire with the dramatic change from O level/CSE book, record and creative based approach to the very practical and creative approach of GCSE is a doubling of fourth and fifth year numbers in the last two years.

Finally, where is dance? It is presumably subsumed into physical education in the figures, but it would be nice to know why it has been ignored when Russian with less than 1 per cent has not. Or are we the only authority with more than 1,000 students working towards a GCSE in dance?

ANICE PATERSON
Music adviser
145 Park Road
Loughborough
Leicestershire

Curriculum plans should include careers guidance

Sir - Your publication of figures from The 1984 secondary school staffing survey (Statistical Bulletin 10/87 - Department of Education and Science) certainly is timely in the light of the national curriculum debate.

You have covered in your columns the concern of National Association of Careers and Guidance Teachers and others on the absence of any reference to careers education or other aspects of personal and social guidance in the consultative paper. Now the DES's own figures tell us that, in 1984, 66 per cent of fourth-year pupils in maintained schools in England and 64 per cent of fifth-years were experiencing careers education as part of the curriculum. Only mathematics, English and physical education were being taken by a larger proportion of the age group.

I have previously reported (TES, September 4) that this association has received assurances from ministers that the Government's intention is to enhance careers education. I understand, and am prepared to put forward myself, the argument that proposals intended to "secure for all pupils in maintained schools a curriculum which equips them with knowledge, skills and understanding which they need for

adult life and employment" (The National Curriculum 5-16, paragraph 7) do indeed implicitly emphasize the role of careers education. But having embarked upon the process of prescribing a curriculum defined in terms of subjects, the Government has to recognize that those of us with an interest in curriculum areas which do not fit these narrow confines are going to be anxious for the future of good practice within our areas.

It is easy to see that aspects of the curriculum not specifically addressed in the legislation and its accompanying guidelines risk being undervalued and marginalized. It is not enough to expect schools or I.e.s.s. to undertake curriculum development on the basis of hints and unstated assumptions. At the next stage of development of the national curriculum those of us associated with guidance in its various aspects in schools are looking for a clear and unambiguous recognition of these processes in the curriculum.

TONY EVANS
President
National Association of Careers and Guidance Teachers
74 Heathwood Gardens
London SE7

Crucial years

Sir - Virginia Makin's article (TES, October 2), "The Impact of the High Scope Curriculum", is most welcome, highlighting as it does in-service training as a key to improved provision. Increasingly, research in this country and abroad, shows the crucial importance of the pre-school years and that high quality programmes do make a difference to children's lives. Yet as we all acknowledge support and in-service training for adults working with young children are grossly underfunded and this important work under-valued.

We are delighted that after the success of the initial pilot programme, the Voluntary Organization Liaison Council for Under Fives has been able to draw further attention to the needs from the Aga Khan Foundation, Dr

Barnardo's, and the Gulbenkian Foundation.

Like the two local education authorities mentioned, VOLCULF believes that HighScope makes measurable difference to staff's sense of value and achievement, and to children's sense of purpose and independence. It gives a common basis and framework for action to teachers and nursery workers and a clear role for parents as real partners in their children's education.

Within this framework, staff are free to adapt the curriculum to meet their own as well as children's needs. This means that the approach will be different in each setting and that it can and does incorporate new understanding about children's development and learning.

We hope that the article will further extend the debate, which VOLCULF is promoting in its work on training issues, about the variety of practices and training opportunities necessary to meet the needs of under-fives, and those that work with them. We welcome the opportunity to work together with others who agree with us that this important area is under-funded. We would hope that they would contact us at the address below to discuss the curriculum use and adaptation in Britain, and its continuing development.

ELSA DICKS
General secretary
CAROL TOMLINSON
HighScope development officer
VOLCULF
40 Brunswick Square
London WC1

LETTERS



Brian Tyler: will opt out and leave

State support

Sir - Kingswood School in Corby had a rather bad fire recently, which began in a faulty boiler and eventually consumed the music and drama suite, destroyed the heating system and damaged the kitchens.

By 7.30 am the cleaners had got the rest of the building clean enough to occupy. At 8.30 am the school meals service was working on the kitchen and the county organizers were there making plans for temporary feeding.

By 9 am the I.e.s.s. officers were present from the premises department, land and buildings department and the treasurer's department. By 10 am mobile classrooms were being ordered as temporary accommodation. We had been told to order replacements at the I.e.s.s.'s expense for all the musical instruments, "electronic" equipment, etc that was lost (I am told, worth an estimated £50,000), and I had been authorized to reassure parents that the children's personal belongings would be similarly replaced.

The next day, demolition contractors arrived at the authority's behest to begin demolishing the ruins, and three

the town's accommodation, on, an arrangement might be necessary. When the school is reopened, we count on such help from contractors, cooks, and cleaners. When we are in open competition with our neighbouring schools will they readily offer to inconvenience themselves on our behalf? And above all, if we opt out of local authority control, will the men from the Department of Education and Science turn up the day after the fire and simply arrange and supervise the reconstruction for us at Government expense, starting immediately?

We can only hope that the answer to these three questions is yes.

BRIAN TYLER
Headteacher
Kingswood School
Corby
Northants

Into the future with a glance to the past



Joint effort: state plans to encourage teamwork

The Danish Parliament has voted to spend 400 million crowns (£38 million) on a four-year experiment to develop a new kind of school.

The country's "school of the future" will resemble a local cultural and community centre, a decentralized educational package with no divisions between class and free time and where pupils work in teams rather than forms, with other age groups, parents and society. The Danish Teachers' Union (DLF) has been laying the foundations for such schools since 1982.

The concept of the "total" school as an educational and social experiment lies at the core of the DLF's plan. "In a cold, industrialized society, schools must revert to being small units with their own local identity, where contact between teachers, parents, pupils and the community outside is close and schoolchildren are given a meaningful existence," Mr. Kristian Oestergaard, one of the DLF experts in charge of the union's project, told *The TES*.

DENMARK

"Children must be given a sense of community beyond mere dry learning; they must receive a practical and a theoretical education at the same time. The school of the future should be a place in which to live as well as to learn."

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SPAIN

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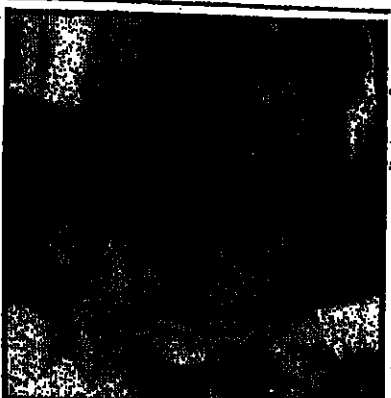
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Sarah Jane Evans

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OVERSEAS

Supply exceeds demand for training places

WEST GERMANY

Paul Bendelow
on the new
surplus in
apprenticeships

West Germany has a surplus in training vacancies for apprentices for the first time since the late 1970s.

Herr Jürgen Möllemann, the Education Minister, describes the surplus as "a return to normality".

The new training year has begun with 34,000 out of 700,000 applicants unemployed, although 44,500 apprenticeships remain unfilled.

The surplus is greatest in the building and construction trades, retailing, hairdressing, the bakery and butchery trades, and painting and decorating. But, Herr Möllemann says, a training vacancy surplus does not necessarily signify a workforce shortage: the trades with most vacancies have the highest post-apprenticeship unemployment.

The minister attributes the success in meeting training demand to the joint efforts of the Government, industry and trade unions. But he also warns of the danger of complacency and estimates that a surplus of 100,000 apprenticeships is needed to guarantee young

people freedom of choice in a career. The public sector is training 90,000 young people - about half of them in the Post Office - and will take on 32,000 more this year. The minister says he attaches "special importance" to this sector as it can help relieve training shortages in structurally weak regions. In five states - North Rhine-Westphalia, Lower Saxony, Hamburg, Bremen and Berlin - the overall demand for training vacancies still exceeds supply.

In North Rhine-Westphalia, about 15,000 young people failed to find apprenticeships this autumn - fewer than in previous years, but the number is falling more slowly than in other states. Two-thirds are girls, roughly the same proportion nationwide. Herr Möllemann admits that efforts to encourage girls to train in areas other than traditional service sector professions have proved disappointing.

But he claims success for the Government's youth unemployment sectors. The programme, first launched in 1980 and currently training 32,000 young people at an annual cost of DM407 million (about £135 million), has made what the minister calls "a decisive contribution" towards helping groups such as special school pupils and immigrant children to achieve "lasting integration in the working world".



Sparks of hope: apprentice welder at work in a training centre in North Rhine-Westphalia.

The programme provides additional teaching and social work support. Next year it will be included in employment promotion legislation, in a bid to increase authorities' flexibility in allocating resources in this field.

But there are fears that vocational training may be developing into two tiers: the traditional dual system in which apprentices are trained in firms with day-release courses, and the new, full-time training in non-commercial establishments, usually financed by government, chambers of commerce and social work bodies. An apprentice fitter might be paid a monthly wage of DM700 (£235) by his or her firm in the dual system, but receive state help of only DM400 (£135) in a non-commercial establishment.

The need to maintain the quality of vocational training was the keynote of an address by Herr Möllemann to the Confederation of German Industry at the end of September. He announced plans to set up an independent advisory body to monitor training standards

throughout the system. More than half of West Germany's two million unemployed have no vocational qualifications. A report on vocational training and employment prospects published in October by the Federal-Regional Commission for Educational Planning, the BLK, predicts that around 8.4 million young people will successfully complete vocational training between now and the year 2000 and that about the same number of qualified jobs will become available through retirement in the same period.

But commentators say that this will still leave one in seven school-leavers without training. In the immediate future, employment prospects remain bleak with an estimated two million new jobs needed by 1990 for those with vocational qualifications.

Herr Möllemann says the report clearly shows that "substantial efforts will be needed to try to provide all young people with vocational training and subsequent employment".

Retirement plan aims to cut cost and create jobs

NETHERLANDS

Ronald van de Krol
on a radical
scheme to help
young teachers

The Dutch Government has unveiled plans to allow teachers to go into semi-retirement at the age of 53 in an attempt to reduce unemployment among young teachers and cut the education ministry's salary bill.

Starting in January, primary and secondary teachers from the age of 53 will have the option of working half the normal week and "retiring" for the rest while still receiving 90 per cent of their salary.

Believed to be the most far-reaching retirement scheme available to teachers anywhere in the world, the plan marks a further reduction in the profession's already low pension age. At the moment, Dutch teachers can take early retirement from the age of 59.

"Though teachers' unions have generally welcomed the scheme there has been some criticism. 'It's a welcome move, but it also creates obvious organizational problems,'" said Mr. A. J. Sijedrecht, spokesman for the General Union of Teaching Personnel (ABOP).

"For some children it's going to mean that they'll be seeing different faces in front of the class from day to day," he said, adding that the problem could be greatest for younger children.

Dutch children are already taught by a large number of teachers who work part-time or in a job-sharing arrangement because of Government education spending cuts over the past five years, he said.

Details of the semi-retirement plan have still to be worked out in discussions between the Government and teachers' unions.

Mr. Sijedrecht said his union would continue to press for teachers to be given the additional alternative of taking full early retirement from the age of 56, thereby reducing the logistical problems at schools.

About half of the teachers aged 53 or over are expected to take advantage of half-week employment which should create up to 1,600 jobs for young teachers. Unions estimate that around 40,000 trained teachers - many of them under the age of 30 - are unable to find work in their chosen field.

As in many other countries, teaching jobs are hardest to find for so-called "soft" subjects such as arts or languages and literature. At the same time, Dutch schools are having difficulty competing with industry for recent graduates in subjects like chemistry and mathematics.

A ministry spokeswoman said: "our goal is to counter the gradual greying of the teaching population". Another aim is to reduce salary costs by replacing older teachers - who have built up seniority and command higher salaries - by younger and therefore cheaper teachers.

Financing the scheme will cost the equivalent of £45 million, part of which will come from the interior ministry. But in the long term, the scheme is expected to bring substantial savings. Teachers who find a post as a result of the semi-retirement of an older teacher will receive a starting salary of no more than 60 per cent of their colleague's final salary.

The ABOP would prefer to see an overall reduction in the working hours for all teachers - regardless of age or length of service - as a solution to creating more jobs in the profession. The ABOP argues that a shorter working week should also apply to the large number of part-time and job-sharing teachers and to those under the age of 28. "This is especially important because of the growth in the number of professional part-timers," Mr. Sijedrecht said.

Forgotten arts

Sir - From the perspective of embattled arts teachers in schools, some very worrying points come out of both the Department of Education and Science 1984 secondary staffing survey and your reporting on it (TES, November 6).

Despite publishing Ken Robinson's article on the implications of a national curriculum on the arts in schools two weeks ago, in your report and comment on the survey last week you review the position of virtually all subject areas but do not mention the arts at all. You even give quite some space to the position of classical studies where, at a maximum, they are studied by 10 per cent of pupils.

This lack of recognition will come as no surprise to arts teachers. They have been progressively marginalized in various ways over the past few years. The increasing emphasis on scientific, technical and vocational education, the fact that the arts are not easy to assess objectively, the problems and

pressures inherent in options systems favoured by most schools, the isolation of arts teachers often in one-teacher departments, and many other factors, have left the arts in many schools without a sufficiently strong voice to argue its case against powerful opposition.

The figures also reveal an interesting situation: that while music is almost universally taught in the first three years, its take-up into the fourth and fifth year is by only a seventh of the school population; while it is taught in fewer schools, the figure for drama is better at a fifth; for art it is over a third.

This may reflect a variety of factors. For example: art has generally been part of a far wider grouping in design departments and has a long history of valuing creativity and the practice of skills. Drama provides a marvellous way to develop a student's self-confidence and awareness, but for a school that has not yet felt its value, where is the staffing time to come from?

Music makes a noise and therefore creates serious space and equipment

problems, which have severely limited teachers' abilities to provide a practical and creative curriculum which might stimulate a greater student uptake, all other things being equal.

In fact, our experience in Leicestershire with the dramatic change from O level/CSE book, record and creative based approach to the very practical and creative approach of GCSE is a doubling of fourth and fifth year numbers in the last two years.

Finally, where is dance? It is presumably subsumed into physical education in the figures, but it would be nice to know why it has been ignored when Russian with less than 1 per cent has not. Or are we the only authority with more than 1,000 students working towards a GCSE in dance?

ANICE PATERSON
Music adviser
145 Park Road
Loughborough
Leicestershire

Under threat

Sir - Sue Surkes argues that the newly-released DES statistics for 1984 weaken the case of the pro-Latin lobby in the national curriculum debate.

They do precisely the reverse. They make it as clear as it is possible to make it that, as this "lobby" has been arguing, if the national curriculum is imposed in its present form, classics will die out in our state schools within a very few years.

DR P. JONES
Senior lecturer in classics
University of Newcastle upon Tyne



Brian Tyler: will opting-out end immediate help in an emergency?

State support

Sir - Kingswood School in Corby had a rather bad fire recently, which began in a faulty boiler and eventually consumed the music and drama suite, destroyed the heating system and damaged the kitchens.

By 7.30 am the cleaners had got the rest of the building clean enough to occupy. At 8.30 am the school meals service was working on the kitchen and the county organizers were there making plans for temporary feeding.

By 9 am the I.e.a. officers were present from the premises department and the treasurer's department. By 10 am mobile classrooms were being ordered as temporary accommodation. We had been told to order replacements at the I.e.a.'s expense for all the musical instruments, "electronic" equipment, etc that was lost (I am told worth an estimated £50,000), and I had been authorized to reassure parents that the children's personal belongings would be similarly replaced.

The next day, demolition contractors arrived at the authority's behest to begin demolishing the ruins, and three

days after the event a temporary heating system was delivered at the school and will be installed within a week. Meanwhile, our colleagues at the other secondary schools in the town telephoned to offer help with accommodation, equipment and so on, and the authority offered to arrange and pay for any busing that might be necessary.

When the school's cleaning and catering services are privatized, may we count on such support from the contractors' cooks and cleaners? When we are in open competition with our neighbouring schools will they so readily offer to inconvenience themselves on our behalf? And above all, if we opt out of local authority control, will the men from the Department of Education and Science turn up the day after the fire and simply arrange and supervise the reconstruction for us at Government expense, starting immediately?

We can only hope that the answer to these three questions is yes.

BRIAN TYLER
Headteacher
Kingswood School
Corby
Northants

Into the future with a glance to the past



Joint effort: state plans to encourage teamwork.

The Danish Parliament has voted to spend 400 million crowns (£38 million) on a four-year experiment to develop a new kind of school.

The country's "school of the future" will resemble a local cultural and community centre, a decentralized educational package with no divisions between class and free time and where pupils work in teams rather than forms, with other age groups, parents and society. The Danish Teachers' Union (DLF) has been laying the foundations for such schools since 1982.

The concept of the "total" school as an educational and social experiment lies at the core of the DLF's plan. "In a cold, industrialized society, schools must revert to being small units with their own local identity, where contact between teachers, parents, pupils and the community outside is close and schoolchildren are given a meaningful existence," Mr. Kristian Oestergaard, one of the DLF experts in charge of the union's project, told *The TES*.

DENMARK

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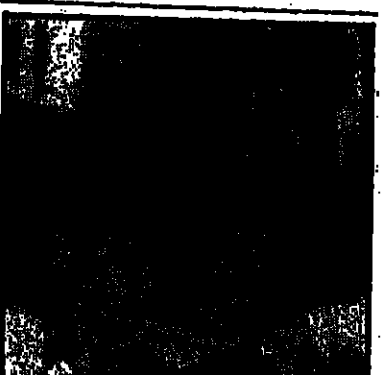
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Crucial years

Sir - Virginia Makin's article (*TES*, October 2), "The Impact of the High Scope Curriculum", is most welcome, highlighting as it does in-service training as a key to improved provision.

Increasingly, research in this country and abroad shows the crucial importance of the pre-school years and that high quality programmes do make a difference to children's lives. Yet as we all acknowledge support and in-service training for adults working with young children are grossly underfunded and this important work under-valued.

We are delighted that after the success of the initial pilot programme, the Voluntary Organization, Liaison Council for Under Fives has been able to draw further attention to the needs from the Aga Khan Foundation, Dr

Barnardo's, and the Gulbenkian Foundation.

Like the two local education authorities mentioned, VOLCUP believes that High Scope makes measurable difference to staff's sense of value and achievement, and to children's sense of purpose and independence. It gives a common basis and framework for action to teachers and nursery workers and a clear role for parents as real partners in their children's education.

Within this framework, staff are free to adapt the curriculum to meet their own as well as children's needs. This means that the approach will be different in each setting and that it can and does incorporate new understanding about children's development and learning.

We hope that the article will further extend the debate, which VOLCUP is promoting in its work on training issues, about the variety of practices and training opportunities necessary to meet the needs of under-fives and those that work with them. We welcome the opportunity to work together with others who agree with us that this important area is underfunded. We would hope that they would contact us at the address below to discuss the curriculum use and adaptation in Britain, and its continuing development.

ELSA DICKS
General secretary
CAROL TOMLINSON
High Scope development officer
VOLCUP
40 Brunswick Square
London WC1N 1AF

High Scope: rich returns for the under-fives

A foreign language can boost a child's confidence

Sir - The views expressed by Michael Smith ("A foreign language for all?" TES, October 30) are exactly those which give comprehensive education a bad name and make modern language staff unpopular with their colleagues.

Any subject teacher could conceivably argue for his subject, as Mr Smith does for French, that "large numbers of our least able pupils will reach their ceiling probably at some time in the second year". Yet these teachers do not claim "elitism" in order to avoid tackling the difficulties of teaching average and below average fourth and fifth year pupils. Mathematics, to take an obvious example, must constantly be building on "crumbling foundations", but there is no cop-out for them.

The argument that such children as those described by Mr Smith should spend more time improving their English is fallacious. The comprehension and communication skills demanded of foreign language learning to GCSE are the very things which, properly taught, actually improve the pupils' confidence and general demeanour, and enhance their ability in their native language. And for those who "cannot meaningfully apply pen to paper" the very fact that they are able to communicate orally and understand basic concepts in a foreign language is a real, relevant and valuable achievement.

I do not "recoil in horror" at the threatened legislation, nor am I speaking as an "educational pundit". I worked for five years as head of modern languages in a special priority area in the heart of the Black Country, where 11 out of 12 streams studied French in the first three years and where the take-up in the fourth and fifth years was something in excess of 60 per cent. Only staffing difficulties prevented us from making French a core subject.

Pupils did not "manifestly detest" French. Far from it. The courses we operated, some written within the department, were lively, relevant, fun, and yes, in some cases easy; they represented achievable modules of work based on simple assignments.

The fact that the children found themselves working within a well-organized, and highly structured framework where they knew that their teachers cared about standards (albeit in some cases at a simple level) and about their individual achievements made for a happy working environment, with good results at O level and GCSE, and plenty of graded objective certificates all round.

My current work involves a research and development project as part of an INSET programme. It aims to support teachers of the TVEI by looking at

ways in which foreign language learning 14-18 can contribute to the completeness of the pupil and provide a more linguistically able workforce for Britain.

It would be naive in the extreme to suggest that any developments in foreign language teaching, whether embracing the general principles of the TVEI or not, might lead to a multi-lingual nation of workers, but it ought certainly to be possible to give all our pupils the confidence to have a go in one or more languages throughout their lives.

The number of adult learners seeking tuition in foreign languages in evening classes bears testimony to the fact that there is a need for an interest in communication in other tongues. These adults tend to have themselves been victims of the elitist, watered-down academic system.

The national curriculum proposals may at least persuade those who are not already doing so to develop schemes of work tailored to the real needs of all our pupils, rather than condemning many of them to failure before they even begin their post-14 course.

LESLEY DUNNING
Research Officer
The Centre for Business Education
Wolverhampton Polytechnic

French cuff

Sir - As one now retired from the French battlefield I must say how my own heart warmed to the *cri de coeur* from Michael Smith. To decree that all pupils will study French or German for five years is asking for trouble. It is about as sensible as insisting that they will all continue with music, and even the tone-deaf be compelled to play an instrument.

The self-evident fact that all children, whatever their ability, have learned to speak English illogically leads to the notion that they must, therefore, be able to learn at least to speak a foreign language. I am sure they could, given the conditions in which they learned their mother tongue (tremendous motivation, tiny groups, saturation in the language, a mind unfettered by any previous linguistic habits - the very conditions

which Mr Baker could not hope to provide).

Another self-evident fact colouring ministerial thinking is that foreigners speak English far more readily than English people of comparable ability speak any foreign language. Once again, we cannot reproduce the same conditions. English is unquestionably established as the foremost living language. If French, for example, were spoken by countless millions all over the world, if French were the language of choice for everything from pop songs to scientific papers, what a difference it would make to motivation!

As Michael Smith concedes: a "two-thirds drop-out at 14" is far too high. Yet to compel everyone to continue is utterly unrealistic.

ARNOLD KELLETT
Knaresborough
North Yorkshire



Continental drift

Sir - Michael Smith is mistaken on several points in his attack on a foreign language for all.

□ It is not only educational pundits who support the idea. The Joint Council of Language Associations, the only organization speaking for language teachers as a whole, made the same proposal several years ago. It has since been reinforced several times by resolutions passed at recent annual conferences.

□ There is evidence from several quarters that children with poor English can benefit from learning a foreign language.

□ A recent HMI study of 22 comprehensive schools where a foreign language is taught to all shows the benefits of a five-year course for pupils of all abilities.

□ Similarly, graded objectives schemes have shown over the past 10 years that learning a language is not

"academic" as implied by Mr Smith. Learners of all abilities can learn a language with profit and enjoyment provided the objectives are right.

□ It was indeed possible to get a "modest certificate" at O level of GCSE without demonstrating success in writing the foreign language.

□ It is a pity to find a teacher so defeatist in the face of the great achievement of language teaching over the past 10 years in introducing successful and enjoyable language learning to most secondary school pupils.

The educational benefits of learning a foreign language are enormous. Of course, there are many difficulties raised by the current suggestions - not least those of staffing and materials - but we should welcome a proposal which, after all, merely suggests we now do what all our European neighbours have been doing for years.

BRIAN PAGE
President
Joint Council of Language Associations

Missing fact

Sir - I was interested to read Diane Spencer's account of a recent grammar school survey which compared the GCSE entry and pass rates of single sex and coeducational grammar schools, (TES, October 30).

A vital piece of information is missing. Did the King Edward VI Foundation in Birmingham, who conducted the survey, satisfy themselves that the intellectual entry requirements of coeducational schools were as stringent as those of single sex schools? If not, then the opening statement of the article, that "grammar school boys and girls achieve better exam results in single sex schools", is misleading.

JANET MILLS
Westminster College
North Hinksey, Oxford

Supply lines

Sir - I was quite appalled to read about the proposals to cut the pay of supply teachers (TES, October 30). If agreed, a tier of "second-class" teachers would be created, and the workforce would be reduced substantially.

I have five supply teachers at the moment, either filling vacancies or doing general cover, who are part of my staff. They belong to departmental and pastoral teams, take on the role of form tutor, take a fair share of duties, prepare lessons, mark, and set homework where necessary, and frequently, by the end of the week, have taken a greater teaching load than any other main grade teacher.

The onset of 1,265 hours has not changed their role in the school, they attend after-school meetings and in due course, will be expected to take part in parents' meetings. They are equally respected by pupils as by staff, and over the years we have built up

good relationships with supply teachers, who ask to return to the school each time they seek employment within the authority.

Why should they be paid any differently from other teachers who are paid by age, qualifications and experience? Far from reducing their pay, local authorities should recognize the good work of supply staff, by rejecting this proposal.

What supply teachers really need in addition to pay, is a career structure, recognition of their worth, support groups and in-service training to maintain and develop a high level of professional competence, otherwise their numbers will dwindle as they find better pay and job conditions working at Marks & Spencer, or even on the Christmas post.

H M DANCE
Headteacher
George Orwell School
Turtle Road, ...
London N4

Logo logic

Sir - I found Mike Blamires' article on the computer language Logo ("The dinosaur and the turtle", TES, October 30) rather confused and at odds with my own experience. I have been working with primary teachers in Enfield and Haringey over the last year, introducing Logo and supporting their work in the classroom. Many have had very little experience of computing - some didn't know how to connect their BBC computer - yet all have become convinced of the value of Logo and would fail to win any "brownie points" at one of Mike Blamires' meetings.

Mike Blamires hints that Logo is only suitable for bright children (how can a child be "too average"?), yet this is in contrast to the reports that I

receive from the teachers I work with. They maintain that Logo has been of value to all their children, regardless of their ability. Has Mike Blamires seen children working with Logo? Has he seen how Logo has motivated children, especially those who previously had little success with maths in the primary curriculum? Has he observed the ability of children, when using Logo, to work for extended periods on self-appointed tasks and collaborate together? Has he noted how Logo enables children to develop their problem-solving skills? Has he noticed that Logo appeals equally to girls and boys?

I am also unconvinced that "good" software is "seized upon" by teachers. The problem has been that poor software has been seized upon, as it can offer a quick fix in the classroom. All good educational software forces

teachers to re-evaluate their classroom practice and question the model of learning they use, and consequently needs substantial support using INSET.

The main contention in the article is that Logo is out-dated. Nothing could be further from the truth. There is more to the latest technology than wimp environments. Predicting the shape of computers, even in the near future, is a hard task, but two things seem clear: computers will have more memory and be faster.

Look at the major educational applications: word processing, databases, spreadsheets, viewdata, etc. and Logo. Which of these is hampered most by the limitations of current technology in terms of memory and speed? The answer must be Logo. Far from being a dinosaur, Logo is just about to come of age. We already have a version of Logo on the RM Nimbus that offers a powerful multi-turtle, multi-tasking environment. The future for Logo is bright indeed. The new technology will finally begin to unleash the power of this friendly and versatile language.

CHRIS LUCK
The Advisory Unit
Microtechnology in Education
Hartfordshire

Boxer rebellion

Sir - Mike Blamires (TES, October 30) is quite right to say that Logo now looks old hat compared to the wonderful world of wimps and loons just around the corner in computing. This is not surprising: Logo was a child of the 60s, and even the BBC micro versions appeared three (not two) years ago. The new generation of software may be 30 times larger than the 16k of ROM used for our master Logo, and runs on much more powerful processors.

The Massachusetts Institute of Technology are developing a new "integrated environment" (an applications language plus a word processor and database system) called Boxer, which shares the Logo approach to programming but includes windows and new entities called "boxes" (programmable icons).

Boxer is written in Lisp and runs on a Lisp inferno, so at present it is no more than a curiosity; if it can be rewritten in C so that it will run on the Archimedes, it may turn out to be the "meme machine" Mike Blamires is asking for. However, as he so rightly says, this will only happen if you, the educationists, demand it. The Boxer project has been stalled for a year for lack of funds.

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This in-service training course for qualified teachers, youth and community workers will be run jointly by the two National Centres (Plas y Brenin and Plas Menai) and the School of Education, University College of North Wales. Aimed at improving the professional expertise of participants, five weeks will be devoted to a full range of mountain activities at Plas y Brenin, and five weeks will be spent concentrating on water based activities at Plas Menai. Students may work towards recognised awards of governing bodies and follow a syllabus which leads to the Certificate of Further Professional Studies in Outdoor Education awarded by UCNW, Bangor. On successful completion of this course teachers should be better equipped to work as facilitators, co-ordinators or leaders in Outdoor Education Authority Centres. Sponsoring Authorities may be able to find the tuition element of the fee from INSET training resources. The course is restricted to 10 students. Appropriately qualified overseas applicants can be considered for the course. A syllabus and application form are available from the Centre on request. Satisfactory qualified candidates may also register for a higher degree at UCNW. Each course lasts ten weeks, 11 April-17 June, 12 September-18 November (2806).

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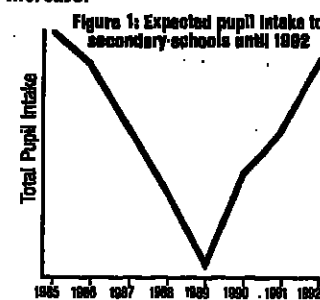
Three into two won't go

A case study by Howard Fielding suggests that open enrolment will lead to expensive and unnecessary disruption



Satisfied customers: 95 per cent get their first choice of school under present arrangements

without PALs Eastfield would have been severely under-subscribed for a number of years and, as a result, very unpopular. As it is, it has been given the chance to survive. But what of the future? Forecasts of pupil intake numbers for the future show (Figure 1) a further decline in intakes until about 1990/91 when they start to show a gentle increase.



Combined with the intake figures, we need to consider accommodation. Table 2 shows the total capacity of each school, and how many pupils per year each school could receive if the pupils were equally divided over the five year range of the school (one fifth capacity). The next two columns show the other two intake figures which it is proposed are taken into account under the new legislation. There is the standard number, which is the number of pupils which the school happened to take in in September 1979, and a possible alternative standard number which is the

	Total	one fifth	1979	1988(7)	Maximum
Northfield	1,170	234	263	210	263
Southfield	1,050	210	211	180	211
Eastfield	900	180	180	145	180
	3,120	624	654	535	654

number which will be taken in in September 1988. The 1988 figures can, of course, only be guessed at this stage, but in this example they are likely to be less in the event than the 1979 figure.

The new Act will require authorities to admit pupils up to the largest of the three entry figures, which just happens in this case to be the 1979 standard number. But two schools, because of the removal of surplus places, now have accommodation reduced to less than this figure and, as the proposals stand, might have to admit more pupils than they have room for.

So let us assume for the remainder of this article that polarization is complete, and that Northfield and Southfield are fully subscribed. Eastfield then simply receives the remaining pupils each year. What would the intakes be over the next few years?

Remember, Northfield has a standard number of 263 and a capacity of 234 pupils per year. The entries to Eastfield (Table 3) look pretty sick - and note that there has been no allowance for successful appeals. What does the local authority do in these circumstances? There are two options. Either we prop up the school with sufficient staffing to make it able to offer a reasonable curriculum, even though the overall size of the school may seem ridiculous for a comprehensive school. Or, we close it.

The costs either way are unpalatable. To keep Eastfield notionally viable, we need to staff it for at least 150 pupils per year or for 750 in total. By 1992 in the example it would have only 403 pupils leaving a shortfall of 347. These 347 pupils would be at the other two schools which would, of course, be staffed properly according to the numbers there. So, in 1992 we would have to provide surplus staffing for those 347 pupils at

Eastfield as well.

On our present ratios, which are not higher than the national average, 347 pupils would attract 18.8 teachers. On an average salary, with employers' costs added, each teacher requires about £12,400 per year so that the extra costs of the legislation would be well over £230,000 per year.

And would everyone be happy even so? I doubt it. I suspect that nearly all the Eastfield parents would have tried to avoid the "sink school", leaving about 400 dissatisfied parents there, compared with the high satisfaction we have at present. So the legislation is a flop, if we choose to keep all three schools open.

Let us assume, therefore, that Eastfield has to close which is the only other option. What we have to do then, after the painful and tortuous process of formal consultation and closure procedures, is to provide for the remaining Eastfield children at either Northfield or Southfield, or both.

In 1992 we will have a total of 2,623 pupils to accommodate. At Northfield and Southfield combined we now have a total of 2,220 places, leaving a shortfall of about 400 places.

I am sure Mr Baker will not want us to provide these permanently in temporary buildings, so let us cost them in proper buildings. That will cost at least £800,000 of capital finance at current prices. At first sight that sounds dreadful, but of course we can sell the Eastfield redundant buildings and site. We might get £500,000 for these, more if we are lucky, so that's not too bad, leaving only £300,000 or so to find. Let us ignore the fact that the Government is trying to prevent local authorities spending money on capital finance, because we are dealing with a matter of principle, and at a price of £300,000 at least we will know what the principle costs.

But wait, there is a snag. Northfield and Southfield schools are on sites that are surrounded by houses and cannot be expanded, without breaking regulations about the size of classrooms, areas of playing fields and so on. So now we have a problem with only one bizarre solution. We must also close Southfield, buy a new site, build for 1,480 pupils on that site, and sell the Southfield site as well as the Eastfield site.

At this point even I run out of credulity. What has been achieved? We have demolished two schools with a present capacity of nearly 2,000 pupils and a very high percentage of satisfied parents. And in order to meet the Government's legislation and regulations we have built a brand new school on a site out of the town and not near to where most parents live. We dare not think how much this has cost, and how we could justify it to our own ratepayers.

We have ignored the fact that numbers are due to rise to about 3,000 in the years after 1992, so that we should have to keep on extending the brand new site out of town, even though we previously had plenty of spare capacity. And we dare not think that we have done all this because as much as 0.3 per cent of our parents were currently dissatisfied.

Most sensible readers will believe we have not reached a laughable conclusion which would not happen. But let us remember that if events did turn out this way, and it only needs one school unfairly to acquire a bad reputation, the law would require that this conclusion was reached. And would anyone feel this to be an improvement on the present situation with so many satisfied parents? I doubt it.

Sadly from the Somerset point of view this town is not the only one which would be thrown into confusion by the new legislation. We have used PALs extensively in two other towns in order to protect all our schools through a trough of falling rolls. Because Somerset is a county with an increasing population, we shall in each of those two towns need all the secondary schools which we currently have in five years time. It would not make sense financially or educationally, to go through the trauma of closing schools in order to rebuild them in five years time. But the legislation does not allow for such sensible forward planning.

I can find only one consideration. In the event that we choose to protect Eastfield staffing, rather than behave "rationally" with the buildings, we would be spending £230,000 a year more than we needed. But it would be the Government's money, not Somerset's, so that wouldn't be too bad. At least I expect the Government will fund its own proposed legislation this time. They didn't for the 1980, 1981, or 1986 Education Acts, so the law of averages dictates that they probably will this time. I expect we can be confident about that.

Howard Fielding is acting chief education officer for Somerset.

FEATURES

Many still think scouts spend their time marching around in ranger hats and shorts, rubbing sticks together and knotting toggles. But 80 years after it began scouting is showing a remarkable ability to adapt and change with the times.

Although it's often branded as middle-class and conservative, the movement is making strenuous efforts to attract members in the inner cities and from ethnic minority groups.

The Scouts are not exclusively Church of England; the first Muslim-only troop in the UK has just celebrated its first birthday. The 786 Tower Hamlets troop has 20 members, all of Bangladeshi origin. The boys attend Islamic College, an independent Muslim school based at the East London Mosque, but the troop has the full blessing of the Imam.

The Muslim scouts promise to obey Allah and the country, rather than God and the Queen. During their summer camp, activities were organized round the five daily prayer times Muslims observe. The menu adhered strictly to Muslim dietary laws. To allow the boys time to attend Koran classes every weekday evening, the troop meets on Saturday mornings. The badge on the troop T-shirts, which the boys printed themselves, shows a crescent moon and a star and the Arabic words "God is great", surrounded by the scout symbol of world brotherhood, a circle of rope.

The young Muslims salute the flag; otherwise there is little of the militarism sometimes associated with the movement. The boys are all on first name terms with their leaders.

Community workers believe that scouting is meeting the needs of Asian youngsters. "Scouting gives a purpose to their lives: they can widen their experience and improve their education instead of hanging around on street corners sniffing glue," said Shiraz Sakerin, the charismatic leader of 786 troop and a professional community worker.

Shiraz feels that Asian youths need purposeful activities now more than ever, as many of them have lost direction. "Many boys no longer want to work in the leather trade or in restaurants, like their parents; they can see there's no future in it," he explained.

Shuhel, a lively 13-year-old who has been coming to the group since it started, says he likes the camping trips best. He proudly displays his hiker's badge, which proves he has survived two long hikes, one of them including an overnight camp. Shuhel's interpreter's badge shows he has written an essay and given a talk in his second language, English, as well as translating a story from Bengali into English.

18-year-old Shakul, an enthusiastic assistant leader who lives on a Bethnal Green estate, says scouting is the best thing going. "There are no organized activities for young people in our area. At conventional clubs, you can do what you like; here, you can have fun but everything has a rule - a safety level."

Scouting's careful organization and inherent discipline appeal particularly to Muslim parents, according to Tony Ramsey, a youth and community worker who's trying to set up a Muslim troop in Watford. "Conventional youth clubs are unacceptable to many Muslims. Parents are very suspicious of co-ed clubs; they see them as too free and easy, with too little discipline and not enough moral education," he said.

The Scout Association thinks it's vital to win the support of parents and the whole community. "We don't want communities to feel that something has been imposed on them," said Yamin Khan, who has just been appointed Islamic Scout Development Officer. "The idea is to make people realize their need for a troop." Yamin added. He refutes the idea that scouting is



For Allah and country

The Scout movement is adapting to the needs of inner city boys. Susannah Kirkman reports

middle-class. "Just because you're trying to instil values into the kids, does it mean you're trying to make them middle class?"

And he insists that a separate Muslim troop is not racist; just as the Mosque sponsors 786, so synagogues and churches support other groups. Integration is the eventual aim, but the first step is to get the backing of racial and religious groups who have not been involved in scouting before.

Yamin's job is to build up links between scout leaders and Muslim communities so that parents have the chance to find out what scouting offers. Although India has the largest scouting population in the world, many Asians see it as a Western, Christian movement. But once they discover that

scouting does not conflict with Islam, parents are usually keen to help.

The troop was only set up after months of careful negotiations with community and religious leaders by the Tower Hamlets Scoutreach team, one of seven groups in the country promoting scouting among ethnic minorities and in the inner cities.

"It's not enough for leaders to say that anyone's welcome to come to scouts; in the inner city, you have to sell yourself," declared Bob Le Valliant, head of Tower Hamlets Scoutreach and Director of the Stepney Children's Fund. Shiraz confirms the need for good publicity; he was brought up on

a Tower Hamlets estate but had never heard of the local group.

Each Scoutreach team has up to ten paid workers, usually funded through the Manpower Services Commission who publicize scouting through school visits, door-to-door canvassing, street stalls and library displays. Adult leaders are recruited through talks at Rotary Clubs, the Women's Royal Voluntary Service and community centres. A publicity campaign using posters, leaflets, the local press and radio also helps. There is often no youth provision in the areas where Scoutreach works, but each project attracts an average of 300 new scouts a year.

Scouting can appeal to "difficult" White youngsters as well as to those from ethnic minorities. Tony Ransden is trying to wear Watford glue-sniffers on to scouting. "You couldn't include glue-sniffers in a youth club but you can take scouting to them," he said. He tracks down 12 and 13-year-old sniffers in the woodland "dens" where they meet and persuades them to build improvised shelters and camp fires. "You can't sniff glue and eat a greasy sausage at the same time," Tony explained.

He encourages the boys to suggest activities, and includes them in events with other local scout groups. Forming a wider range of friends who don't sniff glue helps them to break the spiral of addiction.

The ping-pong, pool and social education of conventional youth clubs don't attract all young people, Tony asserts. Many prefer the more structured framework of scouting and the excitement of overnight hikes and camps. And since badges were updated two years ago, scouts can also win awards for a vast range of activities, from caving to computer studies and conservation.

Bob Le Valliant also tries to offer scouting to youngsters he believes wouldn't fit in to traditional clubs. Many of the young people he meets at the Director of the Stepney Children's Fund have been in trouble with the police or abused by their parents. As the Fund aims to provide social activities for youngsters, he takes them on camps to give them a taste of scouting and then slips them into one of the 12 troops in his district.

But one of his main problems is the shortage of inspired scout leaders. Potential leaders tend to move out to the suburbs as soon as they can, and others don't always understand the social problems of the children they work with.

"Some of the trainee nurses and bank managers who tend to become leaders are horrified by the kids, who can be very difficult - they're used to being let down by patronizing do-gooders," Bob Le Valliant said. The Scout Association should encourage its leaders to become more socially aware and make it easier for local people to become leaders. "Most people haven't got time to go off on a course and can't afford £60 for a uniform."

He wants uniform regulations to be relaxed for the scouts, too. The Scout Association does provide special grants for inner-city scouts, but there are many demands on funds in urban areas where it's difficult to raise money.

Facilities are another problem. 786 meets at Toynbee Hall in a dark, cramped basement where there is only room for 20 boys. Shakul has so far been unable to start a troop for Asian boys in Bethnal Green because he can't find anywhere for them to meet.

Despite the drawbacks, Scoutreach is keeping alive the egalitarian ideals of Baden-Powell, who took youngsters from the back streets as well as from the public schools, on the first ever scout camp in 1907. In an attempt to reach more youngsters in deprived areas, the Scout Association is planning to channel extra resources and manpower into three new districts: Belle Vue in Manchester, Salford and Derby.

FEATURES



Down with homework - bring back prep

Eric Macfarlane investigates the malign influence of a sacred cow

At a time when few educational theories and principles can be taken for granted, it may seem perverse to put forward an alternative view on one of the few relatively uncontested aspects of education. However, I am prompted by the completion of six years' research into the secondary school homework system to question some assumptions concerning this particular sacred cow.

Even without the confirmation of the HMI report earlier this year, we knew that a large measure of agreement existed between educationists on the importance of homework for pupils of secondary school age - at least among British educationists: many of our European colleagues are more sceptical. For example, in Denmark, Luxembourg and several of the Länder in West Germany the setting of homework at weekends is discouraged or forbidden. The Ministry of Education in Greece has issued specific guidance on teaching methods and the structure of lessons: as a result "homework is not usually necessary". The Spanish regulations specifically forbid teachers "to ask pupils to do work of a general, regular or periodic nature outside school".

One quite important group within our own education system would welcome a "no homework" policy in this country. The pupils themselves appear not to share the view of their elders and betters that homework is good for them. This was an unequivocal conclusion drawn from data gathered in a survey of 846 13 to 16-year-olds from a mixture of urban and rural environments and a range of socio-economic backgrounds. While pupils were well aware of the importance of their teachers' homework, they - the consumers - were unconvinced of its value and largely unaware of the reasoning behind the educationists' view.

Pupils said they did their homework because they had to - in order to fulfil an obligation and to keep out of trouble, not because of an interest in the subject or in the task set. Their compliance was, in other words, that of obedient servants to an established procedure, not of active partners in a process they believed to be worthwhile. The purpose of what they were doing largely escaped them.

The homework research project compared the attitudes and approaches of different age groups, sexes and pupils from different schools. What emerged was a pattern of pupil response to homework which held good for boys and girls of different ages from all the schools that took part.

Perhaps the biggest surprise was to find that no development appeared to take place between the ages of 13 and 16 in most pupils' understanding of the role of homework in their education - or in their ability to cope with their independent study. While one had not expected to find that many 13 and 16-year-olds were excited by study for its own sake, it was surprising to discover that few of this age group saw any relationship between homework and even the short-term material benefits of education - qualifications, jobs and opportunities for further training.

Unmotivated by either an intrinsic interest in what they were doing or by the acceptance of homework as a means to an end, most pupils obtained little satisfaction from their independent study beyond the immediate relief at getting it done.

The fifth-formers involved in the research project manifested much the same attitudes to homework and were frustrated by the same fundamental difficulties as the second-year children three years their junior. They had apparently gained little in maturity of attitude and approach from several years of homework experience.

They appeared neither to have been shown, nor to have acquired for themselves, the means of organizing and managing their independent learning successfully and therefore had not experienced the genuine pleasure and sense of achievement that provide the best self-motivation and commitment to study.

The most obvious failure of the homework system as it affected the 846 pupils involved in the research was in creating situations in which pupils could succeed. Although unconvinced of the value of homework, pupils were generally anxious to please their teachers and to respond to the demands of the system; they were, however, constantly frustrated and embarrassed by their failure to complete assignments to their own and their teachers' satisfaction. Many children suffer constantly in this way throughout their schooling, but in this sample of pupils, the experience was far more widespread in the homework situation. Thus while 50 per cent of the children said they enjoyed school, only 2 per cent admitted to liking homework.

By far the most common problem was a breakdown in communication between teacher and pupil, resulting in an inadequate understanding of what the homework task entailed. Insufficient guidance, hurried instructions (often issued against a hubbub of noise after the bell had gone), a lack of opportunities to ask questions and seek clarification, assignments unrelated to classwork and inadequately explained - these were repeatedly cited as the cause of difficulties that arose during the evening's work.

Much of this criticism was perceptive and mature and by no means a blanket condemnation of teachers. In fact, for every pupil who attributed the failure in communication to staff, another blamed himself for being inattentive, disorganized or lacking in the initiative and courage to seek help from teachers. Few pupils were prepared to admit their difficulties to staff and habitually concealed from them the extent to which their parents helped with their homework or, in some instances, did it for them.

The role of parents was almost entirely supportive and sympathetic: they were seen by their children as allies in the process of satisfying their pedagogic taskmasters. The research did not extend to analysing how far teachers were deceived by this collusion, but the unwillingness of pupils to reveal the full extent of the practical help and guidance they were receiving with their homework must have affected their teachers' perception of the degree to which their classes were understanding the work they were doing.

When we analyse precisely what we expect of children, it is not perhaps at all surprising that they find it so difficult to respond. Every night we

ask youngsters to sit down after a day's work for between one and two hours and to study on their own in a manner that few adults - other than academics, creative artists and workaholic executives - would dream of doing. And these adults are usually pursuing their own self-chosen projects. Children have to apply themselves to a whole range of unrelated tasks, many of which are totally remote from their own interests and concerns.

The instructions they are following will have been given hours, or even days, before, in fragmented form by a variety of people, often in conditions that would be quite unacceptable in an adult briefing session. Necessary support materials are often unavailable, there is no access to the people who set the task and fellow workers are isolated in separate buildings. Above all, in these uncoordinated and threatening circumstances, the various set assignments have to be carried through to completion and presentation for assessment.

Such demands run counter to all that we know about human needs: our natural gregariousness, our desire for constant encouragement and reassurance, our dependence on success to maintain concentration and motivation. Today's employers know that if they can meet these needs they will provide greater job satisfaction and achieve a higher work rate than if people work on their own. Thus millions of employees share each other's company in open-plan offices and factories working as members of a team, sharing a common purpose. Planners, designers and managers reach decisions and solve problems through consultation and group discussion.

If we look at ways of applying these principles to homework we immediately run up against problems in setting up group homework activities. Homework is usually regarded as a solitary activity, not merely in limitation of the academic routine but simply because at the end of the school day most children go their separate ways to homes that are often considerable distances apart.

There is, however, a solution. Homework used to be known as "prep" - preparation for what was to be taught in class. Now we almost invariably see it in terms of an extension or outcome of the lesson: a topic is introduced by the teacher and explained to the whole class; pupils have then to apply what they have learnt in some written exercise that they work at on their own at home. A more sensible, and certainly more natural, procedure would be to make use of homework time for the preparation of assignments to be undertaken in the company of other children at school.

Thus pupils would spend their homework time in the process of enquiry and investigation - asking questions of parents and other adults, collecting data and materials, listening to tapes, radio and TV programmes, reading books, magazines and newspapers, and simply observing and noting things going on around them. Within this context, parents' natural desire to help their children with their studies could be channelled

and legitimized: if homework were to take the form of preparation, rather than assignments for completion and assessment, there would be no need for parental help to be regarded as a form of cheating.

If mistakes are made in preparatory work they are not irrevocable, for, by leaving the completion of assignments for the classroom, one provides an opportunity for initial errors and unprofitable approaches to be spotted and corrected. The route to success is thereby kept open. However, the most significant advantage of this approach lies in the opportunities it allows for co-operative work. Having carried out their initial enquiries, investigations and "research" on their own, pupils can then pool their findings and resources the following day in groups at school.

As in the adult working environment, individuals or sub-groups can undertake discrete preparatory tasks, each of which will contribute to a group project. Responsibilities can be varied and graded in difficulty, to suit particular interests and abilities, and the extent to which home backgrounds allow access to relevant resource materials. The homework task thus begins to assume a purpose and meaning in the minds of those undertaking it: it is an essential preliminary to what happens at school and each pupil's work can be seen as a relevant contribution.

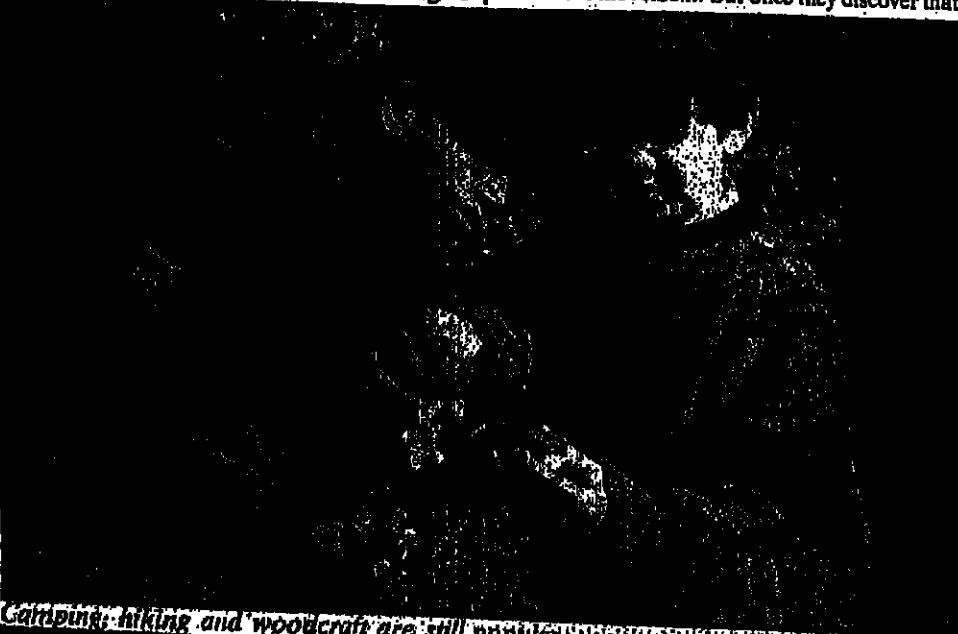
At the same time the team gives support and security. When pupils come to apply what they have learnt, all sorts of queries arise, ranging from minor uncertainties to quite major difficulties. In a group, one can seek clarification quickly and discreetly as the need arises, problems are shared and solutions worked out together. The division of a class into small groups gives pupils a degree of independence of a member of staff. The teacher is, however, on hand to guide and advise when there is a loss of impetus or an impasse is reached.

Under the present homework system it is frequently the parent, the surrogate rather than the trained expert, who has to fulfil this role. From the teacher's point of view to be present at the production stage of the pupils' learning process provides a much better vantage point for assessing strengths and weaknesses than that offered by marking work completed in circumstances of which the teacher has no knowledge.

This approach to homework would have major implications for teaching styles, classroom management and the kind of resources children required. And that is probably tantamount to saying that such a proposal is a non-starter. Two years of morale-sapping union action, coupled with a succession of demanding new curricular initiatives, have left the teaching profession with little energy or enthusiasm for further change.

Yet the research in which I have been engaged for six years has convinced me that the present homework system is often counter-productive, a time-wasting exercise that curtails many more educationally worthwhile activities. As one 13-year-old put it: "I mean, isn't enough homework useful but besides this there's a whole world out there. Perhaps we ought to give children more time to discover and enjoy it."

Dr Eric Macfarlane is principal of Queen Mary's College, Basingstoke, Hants.



Camping, hiking and woodcraft are still popular



Scoutcraft activities like screen printing widen their experience

BOOKS IN CLASS

John Eggleston on overcoming ethnic discrimination

The book is particularly good in providing a sensitive and informed account of the Rasta lifestyle. Murphy is certainly more forthright than many writers about the strained race relations between the various minority groups in the two communities on which she reports; yet, as with Lynch's volume, there is little evidence of

Yet the picture of increasing diversity in the ethnic affairs of most OECD member countries is illuminating – a diversity that seems to increase as the illusory unity brought about by rapid economic growth fades away. Botkin comments rightly that "every system of education has shown considerable reluctance to remodel its curricula and practices along multicultural lines".

There are some useful chapters in the 350 pages that follow. Mulgrew, in

these contributions more effectively.

Race and Culture in Education is yet another rather uneven compendium. Largely generated as a response to the Swann Committee's Report by a British Sociological Association Study Group, it is a sprawling, hunderland Polytechnic, it contains chapters on theory and practice, research and in-service education.

Much of the critique of Swann is, after 18 months, somewhat dated, but there are useful analyses by John Rex,

These two books are excellent value, especially as over half the entries are illustrated in black and white. *Buddhism* includes Catherine Morgan's helpful diagram of the wheel of life.

A comparison of Arora's and Dhanjal's books on Sikhism should prompt the reader to further exploration. Do Sikhs constitute over 60 per cent of the population in Punjab (Arora, page 44) or about 52 per cent (Dhanjal, page 52)? These figures reflect the 1971 and 1981 census respectively. Is the language of the Guru Granth Sahib "Sachukhari or Sant Bhasha" (Dhanjal, page 5 and 52) or a form of Punjabi with a rich heritage of Persian, Sanskrit and Hindi (Arora, page 38)? Both answers are acceptable. Should pupils be encouraged to adopt the form "Punjabi" (the more frequent transliteration which Arora uses) or "Panjabi" (the litera-

There remain some "buts" in all this—large ones. First, the underlying aims of the course are confessional; it would be very hard to reconcile the

I regret having to write thus of a course into which a great deal of care and skill has gone; perhaps there are those in the voluntary sector who will find it useful. Others will want to examine inspection copies before buying sets.

Peter Doble

At the end of the line

It is interesting to note from De-la-Noy's appendix that although the Samaritans were founded by an Anglican clergyman the Reverend Chas. Varah, presumably inspired by the most well-known and potent of Jesus' parables, the Samaritans are not a religious organization and their volunteers "are forbidden to impose their own convictions or to influence callers in regard to politics, philosophy or religion". Most people would no doubt agree that adherence to this rule brings the Samaritans closer to the exemplary

One unexpected feature of Delta

...to making obscene phone
calls and wear them off their addic-
tion, not the silly clown who do it once

Christle Dayles


Calves in the Classroom is a genuinely funny book, a real antidote to the times in which we teach, with its confident touch of someone who knows, underneath the clowning, exactly what he is about. Setting up a running, within the boundaries of a well reputed school, what is else? A small farm is bound to give rise to a number of "What will the headmaster think?" stories, and John Terry does them all very well, so that we are admiring him for his remarkable sense of proportion, and congratulating his help in helping it all to happen.

Bible class

Written from a frankly conservative Christian perspective the volume is none the less, a helpful contribution to Biblical literacy. His chapter headings indicate the book's scope: the Living God and the World; God and His People; Worshiping God; the Old and the New, in each of which he raises issues for reflection. Although there are some conservative assumptions, his conservative approach shows itself clearly—for example, in his historical chronology of the prophets he detaches both *Isaiah of Babylon* (sic) and *Daniel* from the time scale and places them apart with Joel and Jonah — this is scholarly, open account of the religious commitments of the community whose scriptures are gathered in

The illustrations, black and white, are generous but too rarely used. Teachers will welcome this volume for the school library; it could be used as a textbook with older, literate pupils; it will find a place as an overall introduction to Old Testament faith at the very earliest A-level stages. Students can later build on foundations very carefully laid here.

P.D.








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KOGAN
PAGE

BOOKS

A good time for mice

Audrey Laski's choice of the latest paperbacks

I'm suspicious of epics, and Redwall has too many exclamations for my taste, but Brian Jacques' history of the defence of a secular abbey run by mice against a psychopathic rat warlord and his army has a compulsive inventiveness which explains its current popularity (illustrated by Gary Chalk, Beaver, £2.50). Its biggest flaw is the irremediable evil of the enemy, never a good lesson. Hans Peter Richter tellingly teaches the harder but wiser one of how a real tyranny very like that of the rat Cluny grows out of the stupidity, prejudice and naive enthusiasm of ordinary people, in *I Was There and Friedrich*, two clumsily told but vitally important tales of life in Germany before and during the Second World War (trans. Edith Kroll, Puffin, £1.95 and £1.75). That war is in just now: in *Back Home*, Michelle Magorian recalls what will astound modern children, the nobility and authoritarianism of English society in the Forties, as seen by a girl just returned from evacuation to looser America; slow to start, this develops strongly (Puffin, £2.95).

All these books attack prejudice; so, for a much younger readership, does *Castle Bowen* (Tussock, £2.50). *Lessons* (Anna Grossnickle Hines, illustrated by Gail Owens, Hippo, £1.75). With a gentle moral seriousness like Charlotte Yonge's, it shows a child learning to do without shallow popularity to sustain a real friendship with an eccentric. Exactly the same point is made, much more lightly, by *Creeps - An Alien in our School* (Tim Schoch, Hippo, £1.50), which plays with the SF notion that a strange stranger may be from another planet. In John Tully's *Slide* this is actually the case; both books will appeal to readers who enjoy bizarre language (Puffin, £1.50). More weighty SF comes in a clump of books

CHILDREN'S LITERATURE

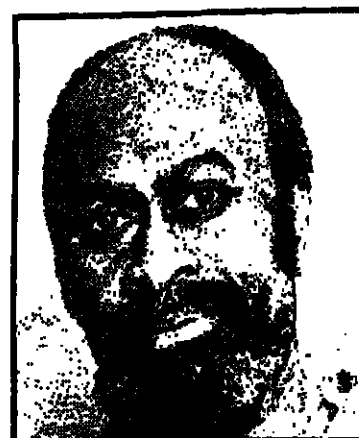
by H M Hoover, a writer new to me, reprinted by Puffin. I particularly liked *This Time of Darkness*; the old underground city and stratified society theme well re-worked. Dragon have a sound new SF series, with a common background but by different hands, with lively thriller-like plots. *Omnium* (Bruce Coville, £2.25).

Another good thriller, set in the Victorian past instead of the future, is *Ruby in the Smoke*. Philip Pullman has piled in all the tried ingredients - opium, a rare looted jewel, a plucky little heroine - and made something original of them (Puffin, £1.85). *Master Cornhill*, set in Restoration London, has a more sober plot about a founding boy's search for identity, which in the end he gains through friendship and the exercise of a craft. The theme of prejudice recurs here in relation to a powerful account of the Great Fire of London (Eloise Jarvis McGraw, Puffin, £2.95). Costume drama for little ones turns up in the entrancing *Dolly - The Story of a London Mouse*. Jenny Thorne has caught the true Beatrix Potter flavour in this 18th-century mouse love story (Pictureback, £2.50). Another engaging mouse picture book is *Oscar Mouse Finds a Home*; young children will enjoy working out whereabouts in the house Oscar is trying to settle at each point in the story (Molra Miller and Maria Majewska, Magpie, £1.95). House-mice and field-mice meet and co-operate in a jolly tale about garden-

ing. *The Biggest Pumpkin Ever* (Steven Kroll, illustrated by Jeni Bassett, Hippo, £1.75). With *Redwall* for older readers, this is a good time for mice. There are other good picture stories in this batch: *The Princess and the Frog* is a wittily drawn reworking of a favourite fairy tale (A Vesey, Magpie, £1.95); *Go Ducks Go* teaches sequencing through a tiny tale which would make a good first reader for a gentle child (Maurice Burns, illustrated by Ron Brooks, Hippo, £1.75). *Cromwell's Glasses*, by the reliable Holly Keller, is essential reading for any young child distressed at having to begin to wear glasses (Hippo, £1.75).

Stories which make handicaps an interesting and powerful element of the plot are still thin on the ground, and *The Final Test*, a strongly imagined novel about a friendship between an able-bodied boy and one confined to a wheelchair is a welcome addition. This is another book set in the aftermath of the Second World War, and will attract readers who like possible ghost stories and cricket (Gareth Owen, illustrated by Paul Wright, Fontana Lions, £1.95). On the Spot caters for a newer sporting passion, snooker, and captures well the intensity of the game seems to generate in committed players (Mark Dainton, Armada, £1.95). Margaret Joy recognizes and uses some young children's passion for football in an attractive set of short stories with a multicultural element delicately stressed by Thelma Lambert's illustrations (See You at the Match, Young Puffin, £1.50). Stories set in a family of Caribbean origin make a good addition to a multicultural library, and *More Stories Julian Tells* is full of delightful naughtiness and reassuring parenting (Ann Cameron, illustrated by Ann Strangnell, Young Lions, £1.75). I'm sorry to say that I don't see why *Faber and Faber* have reprinted *Stories from the Bible*. Walter de la Mare's text falls uneasily between direct quotation from the Authorized Version and lyrical expansion, and even Edward Ardizzone's drawings don't suffice to make it a useful introduction (£3.95).

A family of Italian origin, settled into England are the protagonists of Joan Lingard's *Frying as Usual*, a spirited story of children coping with



Winning author James Berry

Sweet steel

James Berry's vivid portrayal of a Caribbean childhood, *A Thief in the Village* (Hamish Hamilton), has won the £7,000 Smarties Grand Prix. His collection of short stories set in Jamaica



From *Tangle and the Firesticks* by Benedict Blathwayt, winner in the 6-8 category

running their parents' chippie on their own; a properly modern and realistic version of an old style of adventure (illustrated by Kate Rogers, Puffin, £1.50). A bleaker story about, among other things, broken families, is *Straw Fire*; this builds to a strong climax in an encounter with an arsonist, but the feelings are more important than the action (Angela Hassall, Puffin, £1.75). No fuss is made about family feelings in Andrew Davies's very funny *Alonso*

was praised by the judges for its "powerful evocation of place and atmosphere and portrayal of a culture full of warmth and concern". James Berry, an established poet and writer, was born and brought up in Jamaica and came to London in the 50s. *A Thief in the Village*, which also won the 9-11 category prize of £1,000, is his first book for children.

The £1,000 award in the 6-8 age category was made to Benedict Blathwayt for *Tangle and the Firesticks* (Julia MacRae), a superbly illustrated story of the independently-minded Tangle, part man, part woodland creature, who leaves his burrow in the Northwoods in search of adventure. In the under 5 age category the award went to Peter Collington for *The Angel and the Soldier Boy* (Methuen), a wordless picture book, meticulously drawn, conveying all the drama and suspense of a silent movie.

A short-list of 15 books was chosen from the 220 titles submitted for this year's award. The judges were Floella Benjamin, Anthony Browne, Betty Root, Bill Tidy and Jill Paton-Walsh.

Too danged nice

Encounters with Education. By Lionel Elvin. University of London Institute of Education £9.95, 0 85473 271 3.

Those who write their memoirs should always first read *Beauchamp's Life at Boulton Wynfevers*.

"When I was head aquarium keeper at Boulton Wynfevers, the commodious Tudor residence of the seventeenth Baron Shortcake, we had goldfish in every room."

Lionel Elvin, I suspect, has not taken this precaution. "It was in this neighbourhood," but nearer Connaught Water, that there was a place of entertainment called Riggs Retreat, "a typically univerting passage."

Professor Elvin is just five years younger than the century, and has lived a full and influential life of service to education. A bright boy from a relatively impecunious background, he won scholarships to high school and then to Cambridge, going on to serve in UNESCO and ultimately to become

a distinguished Director of the London Institute of Education, from which post he retired in 1973.

Elvin is manifestly a humanitarian with a deep belief in the liberating and civilizing power of education. Such men are rare and never more sorely needed than now. Nevertheless, his book is something of a disappointment, and the job-trotting style is only part of the problem. What is also missing is a real sense of personal involvement with the events so dispassionately described. The author tells us something of his two public elementary schools, but of the authentic feel and smell of the places we glean next to nothing. His scholarship to Southend High School was politically sabotaged by forces hostile to his socialist father and yet his telling of the incident is, despite his avowed lasting anger, almost avuncular in tone. And to be a secondary school scholar at Trinity Hall in the twenties must have been one long culture-shock, but all we get on the subject of class are four bland paragraphs ending with, "I do

not want to magnify this. You soon learned to take a little minority but manners in your stride, and once you had broken through the silly barriers with individuals, these were all right." Perhaps they were, but I don't want him to be so danged nice all the time.

By far the most interesting part of the book is the final chapter, which tells of the author's time at the University of London Institute of Education. This was the climax of his career, and as he recalls it for us, the book at last begins to lift and sparkle. He was there at a legendary time, and legendary names abound - Peters, Vernon, Bernstein. Particularly interesting is his account from the inside of the re-organization of teacher education in the Sixties and Seventies. The author clearly still has lots to say on what was a crucial and dreadful time for higher education. When he writes again, let it be, in uninhibited detail, on this

Gerald Haigh

lingo

Pillock

I have just heard this term of abuse, meaning an idiot or wimp, three times in one week. Yet it does not appear in Chambers, nor in Longman's new revised Roget. This is strange. As early as the 14th century there

was pillock, pillock or pillock, a vulgarism for the penis. Later there came pillock-hill, in various spellings, meaning the female equivalent. In Act 3, King Lear says: "Two was this flesh begot those pelican daughters." I think that this refers to the myth in the medieval bestiary that young pelicans, when they grow, often rebel against the male bird and provoke his anger. The point here is that Edgar replies with a pun, suitably coarse to amuse the groundlings no doubt:

"Pillock sat on Pillock-hill, Halloo, halloo, loo, loo."

It is strange that neither word appears in the OED. There is however

another pillock, or at least pillocks. This was late 19th-century cockney, being a blend of two words meaning testicles: pills and ballocks. Thus one said: "Don't talk pillocks" or "Don't talk pillocks."

I apologize that there are gentle all over the place, but what can one do in the face of history? It looks as if the present-day insult is the accidental product of two quite different words which nevertheless have close semantic connections. And, if I may test the sensibilities of readers a little bit further, is it not a fact that a pillock is one who talks a lot of cock and bull?

W. S. Brownlie

Sincere flattery

Philippa Davidson talks to one of the groups appearing at next week's Prom

As the Manchester Boys' Choir files from the platform at Tuesday's Schools Prom, a group of red and white clad figures on the centre rostrum of the Albert Hall will pick up their Renaissance crumhorns and recorders ready to play.

Flat Pavan, the early music group from Glasgow that is better known south of the border than in Scotland, are no strangers to the Albert Hall. Returning has always felt easier than getting the initial breakthrough of that first invitation, says Richard Tedstone, former deputy director of Glasgow Arts Centre and founder of Flat Pavan, recalling their first appearance at a Schools Prom in 1984.

The group began as a primary school recorder ensemble in Easterhouse, a deprived inner city suburb. Four years later it became the first group to take part in a music project at the Arts Centre, which now offers an active programme of instrumental teaching to over 1500 children drawn largely from Glasgow's social priority areas.

Richard Tedstone still believes the best place for recruiting young instrumentalists is the primary school. If an extra instrument such as a harpsichord is needed, he always prefers to co-opt a school-age player rather than an adult.

Most of the members of Flat Pavan are competent on several instruments. They play the contrabass ("the one that looks like a telegraph pole"), Caroline the crumhorn and the violin; Harriet is the principal singer. Mary Anne, who hopes to read music at university, helps with the arrangements and teaches Jennifer, still at primary school, the recorder. Graham, aged 11, prefers busking to football and doesn't seem worried that



Schools Prom

he is the only boy.

Flat Pavan play mainly Renaissance music, although recently they have extended their repertoire to include works by Arne and a baroque concerto for flute and strings by Robert Woodcock. They are currently performing in *Dr Faustus* at the Tron Theatre, Glasgow, and in the summer put on three concerts at the Edinburgh Festival Fringe. They have also had music specially composed for them.

They admit to being more influenced by the folkie sound of the Albion Band and Steeleye Span than by other early music groups. But all agree on why they play early music. "We enjoy ourselves and so do the audience. They are happy because we are making a noise that makes us happy," Mary Anne is heard when she hears criticism of lack of authenticity. "After all, people don't know how the music of those days sounded. We're keeping to the spirit by playing it on any instruments we have to hand."

One of Flat Pavan's most exciting experiences has been a trip to Rome, where they performed on Vatican Radio and "had quite a decent chat

Television

Edge of darkness

face a gruelling journey to work, estate agents flourish and little remains of the "character" that inspires city folk to become Soilers (sold out in London, enjoying rural splendour). Nostalgia destroys the very things that create it.

It is still an understandable, if misguided response to the image of the world reflected back at us from the screen. The story-tellers in *Boccaccio's Decameron*, fleeing the plague in 1348, knew the meaning of civilization and expected to return to it. Nowadays, the words "inner city" are a shorthand for a condition to which the only answer seems to be destruction or permanent flight. The other half of *Reporting London* examined the determination of the rich boroughs to escape from ILEA and the effects of the break-up on London schools.

However, as Boccaccio said, it is human to feel compassion for the afflicted, so we will away our evenings with stories of misfortune, hoping to stay clear of disaster. BBC2 and Channel 4 managed to schedule their programmes on Aids at the same time on November 13: Friday Report (BBC2) dealt with the work of "buddies" who care for Aids victims, and Dispatches (Channel 4), the new current affairs documentary strand, questioned experts who have cast doubt on the association between the condition and the HIV virus. The argument was

with the Pope". After that, I suggested, they would have no qualms about playing in the Albert Hall. "Actually it's so intimidating you don't notice your surroundings", they said. They don't mind if an audience is restless but are worried when over-enthusiastic promenaders lean on the ropes of the rostrum.

A Schools Prom still represents a challenge for Flat Pavan, albeit one which the group may one day outgrow. Richard Tedstone regards the National Festival of Music for Youth and the Schools Prom as critically important in the group's development and argues "there is no greater compliment for an educational institution than to have been of use".

For those young musicians appearing for the first time at the Albert Hall next week, the experience will be particularly significant. Appearing with Flat Pavan on Tuesday night will be Stockport Schools Brass, Woking Sinfonietta and Hampshire Youth Orchestra. Monday night opens with the Radcliffe Rollers from Milton Keynes, and the Greenpark folk group from Armagh - the Birmingham Schools Concert Orchestra will also be on stage. Wednesday ends nine hours of youth music making with chamber music from the Radlett Piano Trio and the Davis Quartet, choral singing from Torquay Girls' Grammar School and a big jazz sound from Doncaster Youth Jazz Orchestra.

The 1987 Schools Prom concerts take place at the Royal Albert Hall on November 23, 24 and 25. The Schools Prom is sponsored by Commercial Union Assurance, Marks and Spencer, Music Industries Association, WH Smith and *The Times Educational Supplement*.

complex and Channel 4's offer of a written summary underlined the immediate intention of the programme, which was less about the causes of Aids than about how funds are obtained or denied for medical research.

As for Paul Hamann's *Fourteen Days in May* (BBC1, November 11), it has been criticized as an argument against the death penalty because Edward Earl Johnson was, on the evidence given in the programme, not guilty of the crime for which he was killed. That misses the point. The obscenity is in the system, in its ironic perversion of the humanity and tenderness of those who coaxed Johnson towards death, in the family that supported him in his last hours, the camera crew who followed him to the doors of the gas chamber and the viewers who were invited to know him, all apparently powerless to influence the impersonal "justice" that had decided his fate. The procedure condemns itself.

So, too, does apartheid. *Silence*, the white girl in Forty Minutes (BBC2, November 12), and *Sylvia*, the black one, live a few miles apart, their outlook conditioned by the legal and political system that divides them. *Silence* was an agreeable, earnest teenager of relatively "liberal" views who felt that her country had been misrepresented. *Sylvia* was prepared to risk arrest to let the world know about South Africa. This was a contrast, and not conceivably a contest between different perceptions of reality, but it implied that our perceptions do matter. These stories may not, after all, just pass the time until the plague has run its course and we can go back to Florence.

Robin Buss

Love ties

I Stand in a Land of Roses. Raving Beauties. Young Vic Studio.

"Out of the crucible of the mother-daughter relationship is born: this desire and courage for an enlightened future for ourselves and our planet" declare Raving Beauties in the programme for their latest show. The selection of writings from Tillie Olsen's anthology for Virago about that relationship suggest that for our

pride and passion. Eloquently and luxuriously, the piece evokes the agonies and ecstasies of a mother's love: the protective anguish of the mother who listened to her daughter's crying behind closed doors "and thought of mothers who killed the men who hurt the daughters"; the ineffable joy of those mythical moments when mother and daughter "stand in a land of roses"; and the bitter outrage of the bereaved mother: "They say that He knows all, but never, never can He have known what it means to be a mother."

For the most part, the show prefers to celebrate the union and communion of mother and daughter, rather than recording any dissent or discord. Yet

surely out of that crucible was also born resentment, jealousy and a host of not altogether terribly nice emotions which make the mother-daughter relationship potentially dynamic.

It might make the piece untidy and fragmentary but to include more extracts like Cora Sandel's caustic "You whip me through life like an animal" would also endow it with humour, colour and bite.

Dressed in Forties splendour and probably looking like their youthful mums, Raving Beauties perform with their customary zest and poise, but their choreography, like their material, could usefully use more variation and wit.

Ann McFerran



Deserted mine buildings at Rodruth, Cornwall, from A Painter's Camera by John Piper. (Tate Gallery Publications, £14.95)

Radio

Watch-dog

Until recently Dr Colin Morris was head of all things holy and religious in the BBC. Then, in a fairly original career move, he was appointed to a post ambitiously designated by the Corporation as "Controller, Northern Ireland". Listeners to *Thought for the Day* will have heard his occasionally angry, sometimes outspoken, always sane contributions to that slot. Last weekend he gave four wise, longer reflections on taste and standards in broadcasting under the title *Drawing the Line* (Radio 3).

If he has a fault, it is to talk in aphorisms, but they are often ones you wish to remember. "True entertainment permits hope." "A good belly laugh can be life-enhancing." "True creativity demands space and freedom to take risks - but producers are not artists in isolated garrets." "Governments keep secrets the way squirrels hoard nuts."

Beginning with a talk sub-titled "The Producer's Conscience", he considered some of the present concerns of programme-makers such as what is to be their role in a free market and whether broadcasting is simply a mirror to society or whether "we cannot be neutral about moral values". In his second talk, he studied more closely some of the issues involved in enter-

tainment programmes, vigorously defending *EastEnders* (for never glamorizing evil), putting the *Thorn Birds* saga into perspective and pointing out how great artists (such as Hitchcock) can use reticence (as in the shower scene) to create their effects.

Subsequently he tackled "Sex and all that", drawing demarcations between the erotic ("wholesome", "celebrating sexuality"), the pornographic (designed to provoke action by the consumer) and the obscene ("ill conceived").

He went on to indicate how and why both sexual expletives and blasphemy are verbally aggressive to some listeners and viewers. His conclusion was that "even in the open society there is something to protect - the sacred, the intimate, the fragile, the dangerous and the forbidden". This is also a quotation from his report to the BBC Board of Management on this whole area. Judging by the broadcast talks, he is not so much a policy of paternalism and a desire to please Government as a defence of democracy and artistic freedom. Nevertheless, that freedom must be subject to a Controller, a controller being (as Dr Morris pointed out) a part of a watch.

David Self

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THE TIMES

Going public

More and more parents are moving their children out of state schools and into private education. But how are the children themselves taking such a culture shock? *The Times* finds out next week

... and regularly in *The Times*, Bernard Levin on the way we live now, David Miller on sport, Frances Gibb on the law, John Clare on education, Jane MacGillivray on wine, Barbara Amiel's viewpoint, Robert Fisk on the Middle East, the humour of Mel Calman and Barry Fantoni, the unique *Times* crossword ... and a new game to test your vocabulary: Word-watching

THE TIMES

A lion among paper tigers (25p)

ARTS

Local and particular

Entertaining Strangers. By David Edgar.
National (Cottesloe) Theatre.
Apart From George. By Nick Ward.
Royal Court Theatre Upstairs.
The Rover. By Aphra Behn.
Mermaid Theatre.
The Importance of Being Earnest. By Oscar Wilde.
Whitehall Theatre.

The legitimate requirements of community drama - local interest, huge cast, something for everybody to say - frequently produce untheatrical plays which are only of worth as blueprints for some grand communal activity. *Entertaining Strangers* began as such a scheme for Dorchester in 1985. Local historians provided imaginative research for "a true story, about actual people, set in a real place" in 19th-century Dorset. And David Edgar (of Nicholas Nickleby fame) wrote the script for 180 amateur actors aged 3-85. Re-written for a cast of 30 doubling and tripling, and "very different", its rapturous reception at our National Theatre springs from Edgar's skill in drawing matter of universal significance out of circumstances local and particular.

Entertaining Strangers contrasts two lives: that of Evangelical, fundamentalist, teetotal parson Moule and of Sarah Eldridge, founder of Dorchester's leading brewery. Both share a self-help philosophy and underlying entrepreneurial zeal which drives him to save souls and her to expand business. The spread of cholera ("a scourge for sin") forces this Tory Wrestling Jacob to recognize the limitations of his self-help creed to encompass a nation's obligations to its sick needy poor. Sarah, too, comes to see that "No man is an island, entire of itself".

Peter Hall's inventive kaleidoscopic production sweeps across the floor of the Cottesloe and up to the galleries - a model of excellence. Employing folk songs, hymns, children's games and rounds, processions, fairgrounds and parades, it taps the roots of the

Englishness of England. The Mumpers' Mystery of St George's death and resurrection runs through it like a thread linking past and present, a reminder of the National's previous triumph with *The Mysteries*. A splendid cast led brilliantly by Judi Dench (Sarah) and Tim Pigott-Smith (Moule) roused a tired audience to ecstatic applause, proving the axiom: "bad theatre tires; good theatre exhilarates".

More good (National) theatre in *Apart From George*, written and directed by Nick Ward for NT Education on tour. Four excellent actors and a fiddler in committed ensemble expand a small empty stage into the vast fenlands of East Anglia. Here, in a quiet, islanded village, George is made redundant. Without the work which defined his image and status he is lost. Some primitive urge drives him to church where the lonely, doubting priest is powerless to help him. His approach to his wife, a brief rekindling of desire, are rebuffed as are those to his daughter. He commits suicide. A small-scale tragedy written, directed and acted with meticulous regard to truth, it is riveting, absorbing, deeply satisfying. There are no goodies, no baddies: just marvellous human beings.

Aphra Behn's *The Rover*, in John Barton's wonderfully directed adaptation, breathes a similar humanity. Four English Cavaliers pursue and are pursued by three Spanish sisters and a famous courtesan during a Lenten carnival, affording delightful opportunities for disguise and mistaken identity. Barton's excisions and additions streamline the action, bringing the play to bolsterous life. Behn has a fine line in plain speaking which expresses the rights of women - even whores - clearly and reasonably. She also has great fun satirizing "high romance". It is a brilliant revival acted with panache by a splendid cast led by Jeremy Irons, whose priapic Willmore is both comic and lovable. Hugh Quarshie (Belvidere), Imogen Stubbs (Helena), Geraldine Fitzgerald (Florinda), Stephanie Beacham (Blanche) support him superbly, delighting us and enjoying themselves in a marvellous production.

The revival of *The Importance of Being Earnest* stars Hinge and Bracket as Bracknell/Cecily and Prism/Gwendolen. The production is amateur, set in "the dear ladies' drawing-room, and defies criticism. I felt sorry for the real actors involved and dreadfully tired at the end.

John James

British rose

Testament of Youth. Fortune Theatre

For her informative and moving one-woman show, Rohan McCullough has effectively culled Vera Brittain's writings to portray the woman who in former times would surely have been a candidate for canonization. Consider the evidence: in 1914, at the onset of war, Vera Brittain was one of the most potentially gifted women of her generation. Despite parental opposition, she won an exhibition to Somerville College, Oxford, where she enjoyed an "exhilarating" few months as one of the lionesses of her year. A natural feminist, Brittain vowed not to marry, a decision not too easily overturned when she met her brother's friend Roland. As the men in her life left for the front Brittain left Oxford to become a VAD and nurse the wounded first in her native Buxton, then in Camberwell and finally among the

lith, the misery and the horror of a red cross camp near Etaples.

Using the simplest of props, and without mawkish sentimentality or theatrical histrionics, Ms McCullough shows how this brilliant, somewhat gauche English rose changed and aged in those four terrible years to become a woman committed to a lifelong career of pacifism. "How ridiculous it is," she wrote during her months nursing the wounded in Etaples, "that I was holding the hand of a German POW!" whereas earlier Edward had been trying to kill him.

And when her brother Edward is cruelly killed just two months from Armistice Day, Ms McCullough poignantly manifests that grief in silent tableau, her face and body twisted in pain.

In a production which is a model of elegance and economy, Rohan McCullough unfurls the heartrending story of this woman, whose endurance, courage and commitment to humanity are a source of inspiration to all.

Ann McFerran

Rebel roles

Identikit
Curtain Youth Theatre

This is an energetic piece from this well-respected company. We follow the criss-cross fortunes of Nigel and Denise as they approach their GCSE exams - he the swot, assured of a "good future" and driven on by demanding father and deputy head, she the rebel, undoubtedly bright, but rigorously debunking "the system" and all it stands for.

Through a series of dramatic vignettes - at the centre of which is a hilarious game-show spoof - we see the meeting of Nigel and Denise, a meeting which challenges his assumptions and drives

him to reject his career plan. But Denise too is changing. She becomes the confident, dedicating herself to "getting on". The final scene, in which, as policewoman, she arrests Nigel in the act of completing some graffiti art, completes the role reversal.

The subtlety required by this approach could not have been possible without a high degree of awareness from this talented group of youngsters, achieving exactly the right balance between casting up stereotypes and questioning them at the same time. Juliette Warner and Robert Irons are strong performers amid a vast range of sparkling support.

The music is spot on, delivered in a raw rock style, but not one that ignores the impact of a good melody.

David Sheppard

Abstract and concrete

Gerard Benson talks to Michael Rudman about his new production of 'Waiting for Godot'



Alec McCowen as Vladimir, Colin Welland as Pozzo and John Alderton as Estragon in *Waiting for Godot*

A new major production of *Waiting for Godot* (the National Theatre's first) opens next week at the Lyttelton Theatre, produced by Michael Rudman. The revised text he is using is based on Beckett's 1975 Schiller Theatre production and the 1984 San Quentin Drama Workshop production.

Revisions are, on the whole, slight, although there are one or two significant differences. In the original text, for instance, in reply to Vladimir's "We're waiting for Godot," said at various points, Estragon replies: "Ah." In the new script, he more often

replies: "Ah yes," which, as Michael Rudman pointed out, leaves far greater scope for the actor, and which, of course, is quite different in meaning. It is an affirmation, however reluctant. (The revised script is to be published by Faber next year.)

Rudman talked with Beckett in Paris earlier this year. It was no surprise to learn that for all his hospitality and courtesy Beckett had been sparing with insights into the play and its characters. He has that reputation. All the same, he said one thing that was not only illuminating and fascinating but obviously of great practical help to

the actors: "Estragon is always looking down and Vladimir is always looking up." Rudman spoke of optimism and pessimism, of body and spirit; I of Estragon's boots and Vladimir's hat. Like much in Beckett, the statement lends itself to a multiplicity of interpretations both abstract and concrete.

Far from having dated in the years since its first performance, *Waiting for Godot* seems to have grown in relevance and stature. Thinking specifically about sixth-formers, I wondered about the play in relation to young people. Rudman was of the opinion that to a generation released from linear thinking by various post-Leary, post-McLuhian developments, not only would the play be relevant, but that much in its method which had seemed complex and obscure in the Fifties would present no problem. My own experience with first-year university students would confirm this.

Rudman asserted that in spite of the bizarre of some of the action and dialogue, the characters never lose their basic individual integrity. He compared them with Edgar in *King Lear* who, even when gibbering as Tom O'Bedlam, remains innately himself. He said that for him there are two main sources of characterization: "the actors and Samuel Beckett." It goes to think of the most important element in drama being given back to its most important participants: actors.

Beckett is a writer who, for a reason or another, has achieved emblematic status. It is not only his work that interests us (although actually this should be the sole matter of legitimate comment), his sayings and doings also intrigue. Rudman and Beckett had discussed a mutual interest: golf. Beckett told him that he used to go out on the links alone and play golf against himself all day - using two balls and playing one against the other. What more perfect metaphor could there be for the days Vladimir and Estragon spend together?

Waiting for Godot is now previewing at the Lyttelton Theatre. Press night is November 25.

Wildlife in the wings

Judy Meewezen on the glory of a garden

Peter Cheeseman first described the site for his New Victoria Theatre as a "magic garden". When, after exhaustive planning, his company moved from the old cinema in Stoke to a plot by the road that leads from Newcastle under Lyme to Hanley, Cheeseman determined to foster the natural environment. It was agreed to appoint a conservation officer to the theatre. Derek Bolton holds that unique position.

He has worked as an accountant, a bus conductor, brewer and pottery worker, but there is no doubting, when you see him at work, that Derek Bolton has found his niche. He is well known among conservationists in north Staffordshire and has run a branch of the Young Ornithologists'

Club for many years. About half of his work involves the region's primary schools.

It was a glorious autumn day when I met him and the first year juniors of Abbey Hulton School. The first stop was to look at the round stag and auditorium which house the building's primary activities. If they could have stayed for a performance of *The Tempest*, the children might also have seen Ariel's mask, made with Derek's help, from the skull of a magpie. But they were eager to find Cyril the squirrel and hunt for slugs and hibernating frogs in the car park.

There are many different habitats in the small patch of ground outside the theatre. A good stock of mature trees surrounds the pond. Stone walls,

hedgerows and logs divide the cans of

nightly audiences. We looked at insect-boxes - one with a tiny hole for bluebells, one with an exit and an entrance for the tree creeper and yet another for the spotted flycatcher. Stories about the daff places built their nests were interrupted by the song of a robin or the sight of a bee which would be put out by Cyril. Derek Bolton demonstrated how duckyweed in the pond fixes life to the feet of a bird and disperses. He showed us how people swept with broom and had us all sing "Here we go gathering nuts in May". The ants, he explained, were little white flowers which people gathered for their pig. Come and see them, he said, when spring comes round again.

Mr Bolton visits schools too and is delighted if they steal some of his ideas for their own gardens. Older children engage in special projects, such as the propagation of seeds. That famous Staffordshire clay is treated so that crows will thrive, for instance. Then, to aid propagation, the seeds are placed in a refrigerator, so that the outer cases will crack as if in natural ice. Since each species has a different method, there is always investigative work to be done.

It might have been easier or cheaper to engage a gardener, but Peter Cheeseman has a remarkable reputation for working closely with communities. The New Vic will be officially opened by Princess Margaret on November 25. If the future theatrical policy is as vigorously pursued as the conservation issue, then the towns of the Staffordshire potteries will be well served indeed.

Waiting for Godot is now previewing at the Lyttelton Theatre. Press night is November 25.

Enquiries: 0782-413954



Derek Bolton and friends in the garden of the New Victoria Theatre

RESOURCES



This little piggy

From environmental studies to hard business, Susannah Kirkman finds that farms are a rich source of study

Farms are gradually losing their "muck and wellies" image among teachers; instead they're increasingly viewed as "green labs where you can observe science", as one teacher of agriculture put it.

Between four and five million school children are now visiting farms every year. They can be ideal places to see at first hand the social, environmental and economic applications of science, topics which make up to 15 per cent of all GCSE science syllabuses. Issues like over-production and the use of pesticides and fertilizers all illustrate the difficulties of applying science to the modern agricultural industry. On farm visits, the problems can come alive as pupils discuss them with the farmers themselves.

New agricultural technologies which will reduce the use of pesticides also provide good examples of applying science to farming. These include the genetic engineering of plants so that they can resist disease and biological control systems for insect pests.

Farms provide countless illustrations of scientific principles, too. Biology students can see vivid examples of symbiosis in hedgerows and study genetics through cross-bred cattle. Chemists can consider the effects of corrosion on farm machinery. And the extensive use of mechanics in farming may be of interest to physics classes.

Pupils on farm visits have plenty of opportunities for the hands-on experience which is such an important part of TVEI and CPVE courses. They have the chance, for instance, to develop

sampling, recording and problem-solving skills in surveys of pollution or animal life in a farm's trees, hedges and ponds.

Science is not the only subject which can be enriched by a farm visit. There is no reason why business studies or economics students shouldn't use the productivity data of a farm rather than of a car manufacturer. As machines replace contract pickers, the issue of mechanization can also develop industrial and economic awareness.

Traditionally, farming has always provided a useful focus for the study of geography. But the GCSE's increased emphasis on the social and environmental aspects of the subject makes the study of an individual farm even more apposite. It's possible to work out the effects of climate and topography on the farming system and way of life of a farm visited by the pupils, for instance.

For instance, you've decided what your pupils can get out of a farm visit, how should you go about organizing it? Teachers who've used farms recommend that setting up a regular link between the school and one particular farm is the best way. It will offer you the chance of repeated visits, guaranteed direct contact with a farmer and give the pupils a valuable opportunity for active involvement with a going concern. They may be able to help with a tree-planting scheme, for example.

Farmers benefit from a school link, too. They may want to monitor nitrate levels in their ditches or survey trees and hedges, which is where science departments can help. On isolated

farms, farmers may also welcome contact with children and teachers.

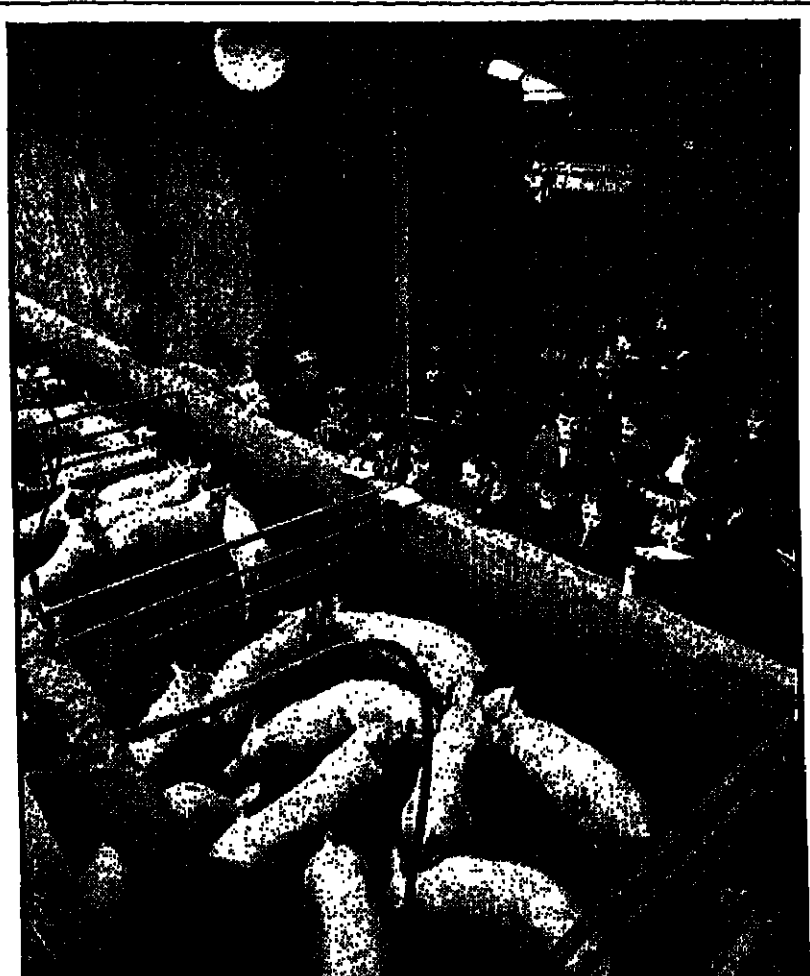
Many I.C.E.s already run link schemes which will put you in touch with a suitable farm. Otherwise, you could contact the Association of Agriculture (see below) or your local branch of the National Farmers' Union. Farms which have special facilities for school parties may charge admission. In the wake of the Government's new policy of encouraging alternative uses of agricultural land, some farms are using education as one form of diversification.

City farms are becoming popular with urban schools. But while they provide a good opportunity for children to look at farm animals, they are not working farms and may be too small for pupils to see a wide range of vegetation and crops.

Most agricultural colleges also have facilities for schools. These will probably include labs and an education liaison officer who will help to plan your visit. Colleges are likely to have a greater variety of farmland than ordinary farms as they need to demonstrate different farming methods to their own students. Some colleges also run short residential courses for sixth formers on topics like genetics in animal breeding.

Points of view

Learning from the Land, a booklet to be published by the Association of Agriculture and the Royal Agricultural Society of England in the New Year, offers advice on planning farm



Left Feeding the pigs at Belper High School's Environmental Unit. Above: Children from Elmsett Primary School view pigs to be sent to the slaughter

visits. It also gives examples of how farms can be used as a resource at primary and secondary level. It will be available free from the General Secretary, The Association of Agriculture, Victoria Chambers, 16-20 Strutton Ground, London SW1P 2HP, or the Royal Agricultural Society of England, National Agricultural Centre, Stoneleigh, near Kenilworth, Warwick. Please enclose a stamped addressed envelope for all enquiries to the Association of Agriculture.

Fieldwork on Farms, six datafiles plus text developed by the Nature Conservancy Council, supplies pupils with a framework to record information about the farm they have visited. The "Farm Livestock" file, for instance, asks pupils whether lambing on "their" farm took place at the same time as at farms in the four case studies provided. The other files are: "The Farming Year", "Farm Crops", "Trees and Hedges", "Weeds in Arable Farms" and "Agrochemicals on Farms". Classroom notes contain a brief introduction to each topic, with suggestions for fieldwork on the farm. The "Teachers' Guide" includes ideas for co-operation between farm and school and ways of linking fieldwork on a farm with fieldwork on a computer.

Fieldwork on Farms is also free, but you will need a BBC or RML micro-computer with a disc drive, monitor and modem, plus one of the BT telephone sockets which allows users to plug in a telephone or a modem. The datatables can be accessed through the National Education Resources Information Service. For further information, write to NERIS, c/o Maryland College, Leighton Street, Woburn MK17 9JD.

Farming in Britain, a 60-minute video designed for GCSE geography, shows how three different microclimates in the UK dictate the farming systems on three farms, a West Country dairy farm, an East Anglian arable farm and a Welsh hill farm. It is available for £40 from Clave, Church Farm, Swinwell, Newmarket, Suffolk CB8 7LZ.

Controversial issues like the use of pesticides and fertilizers are examined from the farmer's point of view in a series of leaflets, Agricultural Questions of the Day, from the Association of Agriculture. The subjects tackled also include straw-burning, additives in animal feed and alternative uses for farmland. The leaflets are free apart from postage, and are available from The Association of Agriculture (see above).

The Nature Conservancy Council has a similar series, Points of View, which looks at conservation issues. The leaflets aim to present a balanced viewpoint, not necessarily the NCC's, on topics like hedgerows and the use of nitrates in farming. They can be obtained from The Nature Conservancy Council, Environmental Education Section, Northminster House, Peterborough PE1 1UA. Please enclose a stamped addressed envelope.

Both the Association of Agriculture and the NCC publish extensive bibliographies for teachers of the materials available on farming and the countryside.

notes

SCHOOL GARDEN

The School Garden Company has produced a catalogue of resources for teachers of natural science and environmental studies.

It features books and experimental topic packs. Also included are wildlife slide sets, wild flower and grass seeds, seed mixtures, herbs, bonsai kits, wallcharts, a nature theme pack, model kits, a complete pond kit, tools and apparatus, bird boxes, books for children and teachers, and a butterfly breeding cage - including the livestock to go in it.

School Garden Company, PO Box 49, Spalding, Lincs PE11 1NZ.

EDUCATIONAL TECHNOLOGY

The Council for Educational Technology's guide on courses for

1988-89 is now available. The guide has an index designed to help readers identify particular qualifications, full and part-time courses and those available on a flexible or distance learning basis. It is available from the CET at 3 Devonshire St, London W1N 2BA.

COMMON THREADS

Knitting, sewing and weaving require far more mathematical skill than many realize. An exhibition illustrating just how mathematical is the business of making, decorating and using textiles, and to suggest their use in the teaching of maths at school will be on show at the University of London Institute of Education's Bloomsbury Gallery, 20 Bedford Way, London WC1 from November 27 to December 5. It will be open weekdays from 9am to 5pm, and Sunday from 9am to 12 noon. School parties wishing to attend should contact the organizer, Mary Harris, leader of the University's Maths in Work Project at 28 Woburn Square, London WC1H 0AA.

The updated materials are undoubtedly an improvement. Let's hope they will continue to evolve in the future to reflect changing philosophies and practices.

Enter the maze

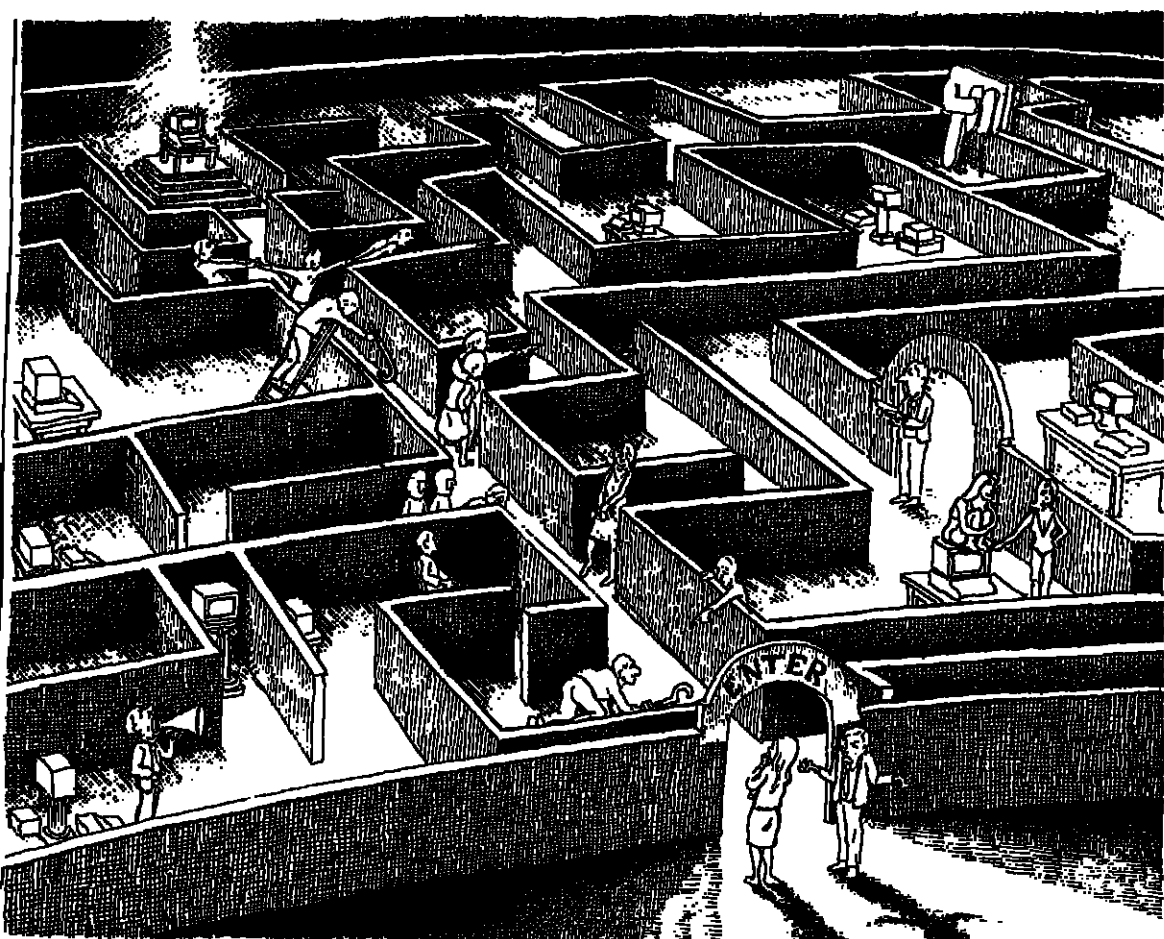
Time to branch out or stick with old favourites? Mike Thorne reports on the difficulty of choosing a micro

By now, every I.e.s. has spent its Education Support Grant - at least in theory, for bids had to be in several weeks ago. The related and all-important question for computer manufacturers like Acorn and Research Machines (RML) is how much of the cake will come in their direction. How many authorities will stick with the relatively proven RML hardware, how many will brave into the unknown with Acorn's appropriately named Archimedes RISC computer, and how many will opt for IBM PC compatibles, such as those from Amstrad and Opus?

Just a few years ago, RML's Nimbus family of machines were in the position now occupied by the Archimedes. There was little educational software which exploited the Nimbus to the full and the available networking software was shaky while the inevitable post-development bugs were ironed out. But by now, RML have consolidated their reputation for superb technical support. Their NET 2 networking system is one of the few which can run without the presence of a machine code programmer for when things go wrong. And they have discovered the attractiveness to schools of an old computer-sales chestnut: bundled software. Thus, for about £2,000 you can get the main station for a network, and a collection of software including a spreadsheet, a word processor, a database package and BBC Basic licensed for 16 remote network stations.

In common with most computer manufacturers, Acorn are anxious to recoup as much of the development cost of the Archimedes as soon as possible. Hence it has been launched into the schools market with next to no educational software currently available. Even when there is, Acorn are apparently not proposing to bundle software with the machine.

Indeed, publishers seem to be even more nervous about the size of the market for Archimedes software than they were when the Nimbus was launched. One authority already owning Archimedes machines wrote to about 60 publishers of educational software, offering to be a test site for products in development and received only one reply. Out of over 200 items in Acorn's Software Applications Catalogue, about half are listed as not



definitely being available before the new year. The only educational package I would consider as well known to schools, which was listed as currently available, is Logotron Logo. Yet a phone call to Logotron revealed that it will not in fact be available until the end of the year.

Everyone involved in educational computing must, however, be grateful to Acorn for finally freeing us from the restrictions imposed on what was possible by the eight-bit processor and small memory of machines like the BBC model B, now made obsolete by the Archimedes. And as time passes and people develop software to exploit its exciting graphics capabilities, we may find that the Archimedes becomes the British equivalent of the Apple

Macintosh.

The Macintosh also had a slow start but is now a much greater source of innovative educational (and other) software than the IBM PC family of machines. Two remarkable examples are the Hypercard and Hyperstudio facilities (reported in *The TES*, September 11). Of course, this also raises the question of whether schools ought to consider the Macintosh itself, especially given that the educational discount price of the Mac Plus at £895 is fairly close to that of the Archimedes A305 (£749).

That the software must inevitably follow the hardware is undoubtedly the reason for the marketing approach taken by Acorn. Their Archimedes brochure is full of technical informa-

tion about the speed of the system, and the size of its containing boxes. Yet, even now, RML adopts much the same approach, though both leave the bread with pages about applications software. Much of the information in either seems irrelevant to the classroom user who doesn't really care how many MIPS (millions of instructions per second) the underlying processor can perform unless that's translated into the possibility of a certain type of software on a given machine. At one time, computing power was measured in Post Office Work Units. Maybe what we need now is a Classroom Throughput and Capability Unit.

Naturally enough, Acorn are very sensitive about the speed of their machine because of its use of a super-

fast technology. To the educational software developer this means that applications which use lots of graphics and would therefore have had to be programmed in machine code on previous Acorn machines, can now be programmed in BBC Basic - a much less costly exercise. This in turn should encourage more software development, if not lower prices.

But this sensitivity ought not to have extended to the kind of layout used when listing the *Personal Computer World* magazine's benchmark speed tests for other machines. In a chart headed "New Personal Computer World magazine benchmarks for interpreted BASIC" they list PCW's benchmark timings of little program fragments for other machines (including the Research Machines VY386) against their own for the Archimedes 300 series. The fact that Acorn are using their own figures for their own machine is only explained in a note underneath the table.

Sales talk apart, the choice for schools at the moment is a difficult one. Acorn have pushed up the price entry threshold so that schools can now either afford the basic model of any of the professional computer ranges, or none of them. As one adviser told me, "If you're concerned with the large percentage of teachers who still have not used a micro, you need a technology like a hole in the head." On the other hand, schools with some experienced computer users may find that branching out gives them the potential they've been looking for - but then why not consider the fairly mature Macintosh range?

With IBM PC clones from manufacturers such as Amstrad (the cheapest of the lot at the moment), these represent a good bet for business studies and commercial work. Of course, nearly all the other manufacturers offer an IBM emulator designed to allow you to run IBM PC software on their machines, though these can sometimes let you down with software which involves graphics.

Until the majority of Acorn's Archimedes educational software comes on stream in the new year, if you want to buy a new machine to run educational software of the quality of Aldus Pagemaker or Logotron Logo, it seems that there isn't currently much of an alternative to the old favourites - be they from Acorn or RML.

Eight steps to cross the primary-secondary barrier

No man's land

Over the years an educational no man's land has developed, separating primary and secondary schools. In an attempt to cross the gulf, a project has been set up in Wales, aimed at smoothing the transition between the primary and secondary phases of education through the use of various aspects of information technology. All eight I.e.s.s are involved.

The two-year project has been funded by the Microelectronics Education Support Unit (MESU), and is being managed in Wales by the Microelectronics Education Unit (MEU) in Cymru. There is a full-time project leader, and eight I.e.s.s coordinators who spend two days a week servicing the individual I.e.s.s initiatives.

While the project is concerned with transition issues in general, it is looking at information technology in particular, as its cross-curricular nature provides opportunities to enhance existing practice across a broad range of activities. Each I.e.s. in Wales has submitted a scheme for enhanced links based on a cluster of schools, and the project pays for the release of one teacher within the I.e.s.s for two days a week to support that development. Over 60 schools, some in urban, and some in rural areas, are involved.

In Cwmwl, Mold, Alun Secondary School and its feeder schools will use electronic mail to forge links between pupils taking part in the project, the intention being to establish a continuum across the two levels. The development of communication and information retrieval skills will involve the use of *Edmark 2*, the database

Grass, and video, as well as on-line facilities provided through The Times Network (TTNS) and NERIS.

Language development is the focus of the Dyfed project, which will be based at two secondary schools, Ysgol Dwyliethog Dyffryn Teifi and New-castle Emlyn, along with seven primaries. Using a word processor, teletext emulator, newspaper format generator, and control technology, pupils will explore graphical communication, and writing in its various forms.

Gwent is concerned with the potential of the computer Henry VIII Comprehensive in Abergavenny, and five feeder primaries. Logo, databases, adventures, and possibly spreadsheets will be used to develop the skills of problem solving, information processing and modelling. The emphasis in Gwent will be on defining appropriate age-related experience in the light of computer use in mathematics.

The Gwynedd project, based in Ysgol Syr Thomas Jones and the primary schools in its catchment area, will establish a shared database of information on the local environment. An unusual aspect of this project is the proposed use of CB radio as a means of discussing problems. Electronic mail will be used to improve communication between schools.

In Mid-Glamorgan the aim is to build on work being done at Bedwas Comprehensive and its four feeder primaries. Pupils in the primary schools are already using databases, and can organize, analyse and display information. These skills will be developed in an information technology

course in the secondary school which will foster cross-curricular use of the computer. The schools hope to collaborate on a local studies project.

In South Glamorgan the project on control technology will work initially with *Robotix* models, controlled by means of the programming language Logo. The schools taking part, Ysgol Comprehensiv and its nine feeder schools will examine the wider use of the computer in environmental monitoring and control, and will integrate other aspects of information technology, including word processing and data handling.

West Glamorgan has a liaison scheme which has been operating with Dynevor Comprehensive and its three feeder schools since September 1986. This will now be extended. The top junior, and first-year secondary children will be working on a common theme agreed jointly by the staff. The first collaborative theme is "The Future", and IT aspects will include use of the Grass database ("Beliefs" file), *Pendown Word Processor*, and the *SuperArt Design Package*.

The scheme in Powys involves the newly-opened Lickhewell High School and six village schools which feed it. The project is examining the potential of the computer to provide problem-solving opportunities, particularly in mathematics and language, and will build on an existing spirit of cooperation and sharing of resources between the schools.

MESU will be monitoring the whole project, and disseminating details of the various initiatives to the I.e.s.s over the course of the next two years. It would be wrong to list the problems success or answers to all the problems of transition. However, our hope is that information technology will provide us with some powerful success stories in the field of transition.

Stephen Pearson

In the first of four articles, Nigel Waters reports on this month's changes to the Data Protection Act

New rights

The coming into force of the final element of the Data Protection Act 1984 has significant implications for schools, teachers, pupils and parents. The Act provides new rights for everyone and imposes responsibilities on all "data users" - that is people or organizations holding personal information about living individuals on computer.

The growing use of computers in education - both for administration and for teaching - means that the education authorities and the government of voluntary aided and independent schools need to be aware of their responsibilities under the Act. In particular, they should be prepared to deal with "subject-access" requests - individuals exercising their new right to see any computer records about themselves.

The purpose of the Act is to create proper protection for individuals in a world where computers are increasingly used to store and transmit personal information. If the information is wrong or misused it can be damaging - for example to someone's career prospects, or their access to further education. By making computer users follow a set of principles for responsible processing, and imposing penalties if they don't, the Act should raise public confidence in computing.

Only "automatically processed" information (broadly speaking computerized) is covered by the Act, which does not apply to records or files held only on paper. It also applies only to "personal" data - information about living individuals. So information which is just about companies or

organizations is not covered. Many people are surprised by the scope of the Act - it can, for instance, apply to personal information held in word-processing and spreadsheet files as well as databases, and personal data can be as little as a few names and addresses.

Research undertaken for the Data Protection Registrar has shown that there is strong public concern about the protection of privacy (in a general sense). As an issue it was ranked in importance above freedom of speech, inflation, women's rights and minority rights and not far behind crime prevention, unemployment and educational standards. Based on 1,000 house to house interviews earlier this year, the research also showed that seven out of 10 respondents thought that they should always be able to see information held about them on computer. Even when the exemptions provided for by the Act were explained, six out of 10 people rated it as "very useful".

Individuals using home computers, only for domestic or recreational purposes are exempt from the Act. Any one else who processes personal data on a computer has to register, unless they are covered by one of the very limited exemptions.

It is important to note that, even where the computer is provided by a bureau or third party, it is the person or organization who controls the data who has to register. This means that the governing bodies of voluntary aided schools are separate data users in their own right. The I.e.s. is only the data user for maintained schools, even though it may process payroll, person-

nel and pupil records for both types of school on the same system. Non-registration is a criminal offence, and can lead to fines up to £2,000.

The Act has been introduced in stages. In 1984 individuals gained the right to seek compensation through the courts for any damage suffered as a result of the loss of personal data or its unauthorized destruction or disclosure. By May 1986, existing data users and computer bureaux had to register, and became bound to operate within the terms of their register entry. This means that all employees of a data user should know about, and follow, the relevant guidelines concerning computer use. Unauthorized use or disclosure of personal data could make the employee, as well as the organization, liable for prosecution.

Compensation is now also payable for damages resulting from inaccuracy of personal data, and from November 11, 1987, individuals gained the right of "subject access".

Registered I.e.s.s and schools also have to comply with the eight data protection principles - a sort of high-way code for responsible use of personal data. Some of the implications of these principles for staff, pupils and parents will be examined over the next three weeks. Among the topics considered will be subject access by children and their parents, use of computers for teaching, and the development of national codes of practice.

Nigel Waters is the Assistant Data Protection Registrar.

Next week: staff records

Across the board

PD Fiddler looks at a chess program from the USA

Computer chess programs, like dedicated chess computers, rapidly become outdated and the chess enthusiast, whether an experienced player or beginner, should be aware of any developments. *Chessmaster 2000* is a new chess program from the USA, recently released in the United Kingdom, and one which should make the computer side of things easier for chess players - whatever their strength or style.

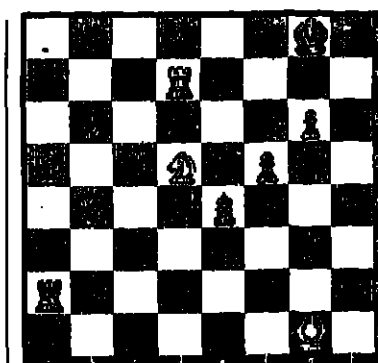
Where it differs from other chess programs is in the easy access to its many facilities. You do not have to call up help screens or refer back to the manual, for the program is controlled by a series of on-screen menus.

Each function key on the computer keyboard calls up a separate drop-down menu and several menus can be overlaid on screen, each identifiable like the index tabs of an address book. The first menu is a guide introducing the others.

If you want to take advantage of them, the program has an enormous range of options, piece movement can be controlled by cursor, joystick, mouse, or algebraic entry at the keyboard. Beginners might find the first three options easier, while experienced players and chess teachers will prefer the internationally-accepted algebraic notation (e2-e4). Unusually, the algebraic notation can be used without tapping the Enter key.

The board display can be either three-dimensional or of the conventional diagram type seen in books and magazines. The three-dimensional colour display of the Atari ST and Commodore Amiga versions are outstanding.

The program has 12 levels of play and all except the problem levels are within accepted tournament limits. At its strongest level, *Chessmaster 2000*



has been given a rating of 2018 by the United States Chess Federation, which approximates to a British Chess Federation rating of 177 (that of a strong or first team club player). For tournament and match players a chess clock is displayed on screen.

In addition to an easy mode for beginners you can select one of three styles of play - normal, best, or a "coffee house" style, which introduces more random moves. A special teaching mode is provided which will show all the legal moves for any selected piece. This is especially useful for teaching young children. The board can be turned around and it is possible to change sides or playing levels at any stage. For game analysis there is an option to take back and step forward through moves already played. Board positions and problems can be set up simply and quickly.

Like a human chess player, *Chessmaster 2000* is calculating its next move while you are thinking about yours. There are menu options to display the computer's analysis of the current position or to ask for a hint.

Chessmaster 2000 knows all the rules of chess - including draws by repetition and the 50-move rule. The opening book, built into the program, contains over 70,000 moves. In "find the mate" mode, the program is capable of solving problems of mate in up to 10 moves. Games can be replayed, printed out or saved to disc. In addition to a library of 100 famous games and a selection of problems included on the disc, there is a beautifully-produced booklet on the game of chess and a program reference manual.

Chessmaster 2000 is published by Electronic Arts. Versions are available on disc for the Atari ST, Commodore Amiga, IBM PC and compatibles (including the Amstrad PC series) at £24.95 and the Commodore 64 at £19.95.

Online

NERIS, the DTI-funded National Educational Resources Information Service, is a growing database of curriculum materials and information, initially concentrated in four areas: maths, science, geography and social and personal development. I hope they give some priority to computing and IT soon, as such teachers are more likely to be equipped for online searching.

NERIS has released various illustrated booklets: the *Level One User Handbook* is clear, well-presented and free. The software comes on natty colour-coded discs: *Information Disc* (BBC 4080 and RML 4802/Nimbus format) costs £3, as does the tutorial software (which gives searching practice without telephone or connection charges); you can order both together for £5.50. *Marvel* is a utility that allows users to print and/or prepare for word processing any files that they download during a NERIS search; it comes free with the *User Handbook*.

NERIS is at Maryland College, Leighton Street, Woburn, Bedfordshire MK17 9JD, or type *NERIS# on Frestel. It is also supposed to be available through TTNS, but whenever I try I get an apologetic message that asks me to try later.

NERIS mentions CD-ROM (compact disc read only memory) under "Future developments", and database publishing may be revolutionized by this medium. Hitachi has announced the CDR3500, a new version of its half-height CD-ROM drive. With a short expansion card and software on floppy, it fits inside the casing of an IBM or compatible PC (much like a floppy drive) and costs £895. A similar product is expected from Philips shortly. Built-in CD-ROM drives have several advantages, notably that the system occupies less desk space and has fewer trailing cables.

BEEBUG, the user group for BBC Micro and Master, has launched a support group for Archimedes users, offering "unlimited free technical support", advice, discounts and a trade-in scheme in addition to the magazine *RISC User*. It's a presumptuous title, since RISC (reduced instruction set computer chips) technology is used by other manufacturers, including IBM, but the magazine is "exclusively for Archimedes users".

The subscription costs £12.50 p.a. and subscribers can join BEEBUG, which has a world-wide membership of over 20,000, at the reduced rate of £8 p.a. Its address is Dolphin Place, Holywell Hill, St Albans, Herts AL1 1EX.

The first *RISC User* is attractively produced in two-colour illustrated A5 format, with 32 pages of hints, advice and reviews of the first software releases. These include databases such as *Minerva's Database*, text editors (Acornsoft's *Twis* and Computer Concepts *Wordwise Plus*), utilities (Clarus's *Tadkit*) and games (Superior Software's *Zarc*). The 3.5-inch disc containing the six programs costs £3.75.

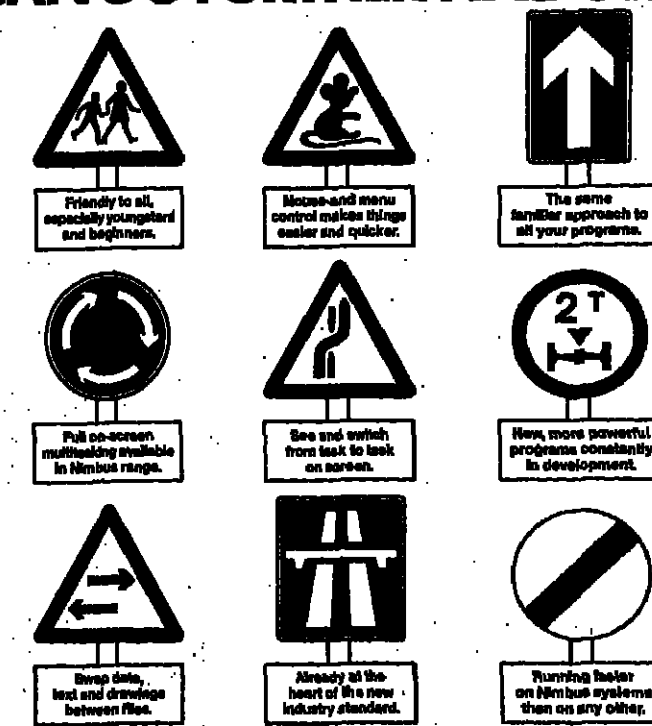
CD-I NEWS is a periodical which mainly describes developments in compact disc interactive. One interesting item recently included, however, was on *Starfinder*, an example of interactive audio involving a microcomputer and an ordinary compact disc player: "The software enables the user to wander through the solar system to various planets... Music has been written for each of the planets and satellites that have been visited by a man-made vehicle... On launch there is a countdown and realistic rocket-launching noises. The user decides which planets to visit in what order and what questions to ask about them."

CD-I News is distributed by LINK Resources, 2 Bath Road, London W4 1LN. Although the annual subscription is quoted at £195, they offer three issues free to readers who complete a registration card.

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MEDIA

SCHOOL TELEVISION

Issues
BBC2 fortnightly, Thursdays 12.25
pm, repeated Mondays 12.30pm.

School Television's new current affairs series for the upper secondary range combines programmes analysing some perennial world problems with up-to-the-minute topical ones still being edited the night before they go out.

The first two programmes, on the Gulf War (October 22 and 29) and Nicaragua (November 12 and 16) are of the second variety. They hope to slot into the events of the week of broadcasting. "In the last few days," begins the first, "with the attack by Iran on an American flagged oil tanker, the Gulf War has taken a dramatic new turn." Although the rest of the programme doesn't fully examine the implications of this dramatic new turn, the topicality certainly provides impact and immediacy.

The reasons for the war and the current deadlock are made admirably clear. A map shows the relative sizes of Iraq and Iran, and the importance of the Shatt al Arab waterway, exit to the sea of Tigris and Euphrates and location of Iran and Iraq's coastal border. Diplomatic representatives of each country put their respective cases, but show no agreement even about when the war began, much less who started it. But they demonstrate perfectly how in a situation where both sides feel equally vulnerable, there seems to be no possible solution. Iraq feels threatened by Iran's declared intention of exporting its Islamic revolution; Iran believes its revolution is the target of American-backed Iraqi aggression, whose aim is to topple the Ayatollah and seize control of oil-rich Kurdistan. The Iraqi ambassador to Britain doesn't preface his words as the Iranian *chargé d'affaires* does, with "in the name of God the compassionate

Who is right?

Jessica Saraga on a new current affairs series



and merciful", but he believes no less passionately in the strength of his country's cause.

Residual British feelings of proprietorship of Iranian oil are explained by Sir Anthony Parsons: "We discovered it, we invested in it, we exploited it. We regarded that oil somehow as our oil." The USA's involvement is not so clear, though. It would have been useful to get an American official view into the programme, though of course you have to stop somewhere with a half-hour time limit.

But what makes the reality of war explicit is the news footage. It's hard

not to be alarmed by fervid, Iranian slogan chanting with clenched fists, and armies of Iranian 10-year-olds, apparently expendable and replaceable, marching off, eyes fixed on Paradise. And in the Gulf, crowded shipping, black smoke, burning oil and holed tankers add to the blistering oppression of white-hot skies, and choppy, dark-sea seas, illustrating terrifying the dangers, to civil and military ships of all nations, of Iraqi attacks and Iranian mines.

In Nicaragua, too, events have been moving fast in the last couple of weeks, with President Reagan's announce-

ment that the USA is prepared to discuss the central American Peace Plan with the Sandinista government. This is where the second programme begins, before moving up to explain all the questions this news item raises. Who are the Sandinistas? What is the Peace Plan? Why is the USA involved?

The explanation is historical and geographical. Relations between the United States and its "back yard" are traced from the retreat of the colonial powers in the early 19th century. Wherever there was disorder, weak government or unpaid debts in central America, the USA sent in the marines, and Nicaragua was no exception. Dictatorship kept the majority of the population poverty-stricken and landless, the 1972 earthquake wrecked the capital, and the Sandinista revolution fell victim to President Reagan's use of the CIA, support for the counter-revolutionary Contras and trading boycott.

An American propaganda film puts across the Reagan line, blaming Fidel Castro for "exporting revolution throughout central America and the Caribbean", and suggesting the United States is next in line. It's hardly convincing, and neither is General Walters, US Ambassador to the United Nations, who does little more than argue by assertion. The government, he claims, (never mind the closely monitored 1984 elections) does not have popular support.

But on the other side Sister Pamela Hussey of the Catholic Institute for International Relations argues the same way too. The Sandinista government is not Marxist; its human rights record is good; the Contras have very little support; they are nothing but a band of terrorists.

So both the programmes will have sown some confusion. Who is right? But they both make a complex situation intelligible, and exploit their topicality very successfully.

OFF AIR

Lucky the slot for the *Education Programme* hasn't yet been changed to Thursday. Tonight's programme couldn't be better timed with publication of the Education Bill due this morning. Instead of the planned discussion of H.E.A. and opting out we can expect a lively debate on the contents of the Bill, with Jack Straw, Stuart Maclear, editor of *The TES*, and Angela Rumbold if she's not otherwise engaged.

The business of using journalism as a teaching topic seems to be growing apace. In Thursday's edition of *The News* (BBC School Radio) there's an item on child reporters on the *Captain P.M.* This is to remind listeners that there's still time to join in with the *News* newspaper project. For "project" read "competition", because the best three newspapers' staffs will be rewarded by visits to real papers in their areas.

I'm assured that those children who have access to word processors and pagemaking software won't necessarily have a built-in advantage. Although presentation counts, it's the quality of the writing that's really important. For more information write with me to the *News* Newspaper Project, BBC School Radio, Broadcasting House, London W1A 1AA.

DIV MEDIA in another form, one of the announcements of the results of the Focus Multibroadcast Schools Video Awards.

A show reel of the results demonstrates that there's still plenty of technical problems to be overcome using domestic equipment - orange lighting, grainy pictures, muffled sound and wobbly cameras. Human error is a problem too. People still love the zoom control too much, and it seems that sometimes teachers grab more than their fair share of the action.

Content varied from the wild and wacky (*Miami Vice* spoof, joke school survey) to the deadly serious (investigation into the problems of the elderly in Cornwall, drama documentary about the life of St Cuthbert). Almost all of these aped the conventions of TV. Runner-up video *Tick Tock Time* (Parr Community High School, St Helens) was set in a time warp where cavemen watched TV and split the atom. It was well produced, but had Flimstone-inspired. The winner, *Love, from Sidney Stringer School* and Community College also tried a fairly well-worn path - boy falls in love with girl he sees on TV. However the treatment, with lots of video visible and special lighting effects, was sophisticated and polished.

Schools should receive details of next year's competition by the end of the month. Nick Baker



Lost opportunity

SCHOOL TELEVISION

World Studies: Piggybank
ITV Schools for Channel 4
November 19 and 26, 10.40am
Teachers' notes are available, £2.50.

Of all subjects, international trade and finance are probably those least dear to the hearts of most pupils. What better way, then, to put across such unpromising material than to wrap it up in drama designed simultaneously to inform and enthrall?

Such was the obvious thinking behind "Piggybank", the first episode of which was shown yesterday as part of Channel 4's *World Studies* series for pupils aged 14 and over. (A one-hour version is to be screened on December 19 at 8.30pm.) And the opening scenes weren't altogether unpromising. Superintendent Tunde Ikenga flies into London from a tedious African state and is met by two (trench-coated) - a sign of things to come) policemen. After checking into his hotel room - where the TV is showing pictures of Africa's latest famine - Ikenga gets to work on a case of suspected arms smuggling.

Ikenga is an interesting character. A botany graduate, articulate and shrewd, he is as far removed as possible from the stereotypical, loud-mouthed black stereotypes that litter our screens. His alliance with City whizz-kid Derek Brasher neatly reverses today's standard black-white TV relationship - a welcome change. For once, it is the earplugged, cockneyish Brasher - all shady savvy and raffish charm - who takes the almost

statutory black role of resourceful assistant to respectable master.

Some smart, if barely credible, undercover work by the two leads to Ikenga eventually realizing that his own government, the British police and the City are together implicated in a huge fraud costing his country millions of pounds annually. A dreadful business, surely, but one that most viewers will have ceased to comprehend, let alone care about. Episode 2 finds Ikenga making an impassioned plea to a corrupt official on behalf of the impoverished niggers back home. But these are people known to us only through the brief glimpses of Ikenga's hotel TV - and we have long ago lost sight of them in our desperate attempts to follow a needlessly convoluted, and sometimes highly technical, plot.

Without regular visual reminders of the moral worth of Ikenga's cause, the whole exercise becomes a sterile encounter with standard types mouthing clichéd fits to their dramatic purpose: the corrupt Indian businessman, the suave, ex-public school diplomat, a banker too plummy by half, and those trench-coated coppers. Add to this a score that manages to highlight the absence of any real tension by misleadingly hinting at it throughout, and we are left with a wasted opportunity. The close shows Ikenga, defeated, walking dejectedly into the darkness; but by then it really doesn't seem to matter. In neither schools version nor peak-time format is "Piggybank" likely to win many admirers.

Laurence Alster

Insult by omission

Separate Development
Channel 4, Friday November 13.

Readers of these pages wouldn't have found anything new in this Channel 4 one-off. The programme argued, using four case histories, that children excluded from mainstream education suffered from a form of apartheid. What the programme didn't say was that the production company which made it, Interface, is run by people with disabilities. The case had to stand up for itself, and it did. The weediness of the 1981 Education Act's provisions on Special Needs was stringently attacked. The views of experts, including

Peter Newell from the Children's Legal Centre, were backed up by the optimistic views of children in mainstream schools. "If it was my brother it would be the same. I'd have to help," smiled one boy.

Young Christine Banham's case seemed the most convincing of the stream pleas for half a day a week after an appeal to the Department of Education and Science. London Borough of Havering's educational psychologist described Christine as "temperamental". The special school she attended, Havering shot down any possible economic defence it had by offering Christine a £16,000 place at a private

boarding school for the disabled. Between the lines, though, there was an inevitable "if the mere act of view from parents, as if the children could integration of these children could solve problems. However, where the programme lost most credibility was in rubbishing the opposition - special schools were necessarily no good. There are many teachers in special schools who would argue that they are doing a good, specialized job, supported by real demand, and that huge educational monoliths can damage. Whether or not that's so, the implication on special education was not conceived. If the programme's important arguments are to be listened to, then their proponents should be wooing the separate professions to defect, not insulting them by omission.

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Caution
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Group 3
THORNGUMBOLD INFANTS
Plumtree Rd, Thorgumbold,
Hull, HU12 8QQ.
N.O.R. - 119
Age Range 5-7

Group 1
WATER C.E. (V.C.) PRIMARY
Water, York, YO42 2XW.
N.O.R. - 31
Age Range 5-11

Group 4
BARCOT JUNIOR
Barcot Street,
Cleethorpe, DN35 7DS.
N.O.R. - 235
Age Range 7-11

Group 4
ELLISTON JUNIOR
Elliston Street,
Cleethorpe, DN35 7HT.
N.O.R. - 182
Age Range 7-11

Group 4
HUMBERSTON JUNIOR
St. Thomas Close,
Humberston, DN36 4HS.
N.O.R. - 161
Age Range 7-11

Group 4
THRUNSCOE INFANTS
Highgate,
Cleethorpe, DN36 8NX.
N.O.R. - 186
Age Range 3-7

Group 2
AIRMYN FETTER
High Street, Airmyrn,
Gooles, DN14 8LG.
N.O.R. - 53
Age Range 5-9

Application forms and further details are available from: The Director of Education, H.O. Staffing, County Hall, 5, Leazes Road, North Humberside, HU17 9BA (Large SAE please). Closing date: Friday, 4th December, 1987. (653072)

Humberside County Council
Working towards equal opportunities

HEADTEACHER
Required April 1988.
Applications are invited from suitably qualified teachers for the following Headship.

COPFORD C OF E (V/C) PRIMARY SCHOOL (GROUP 2), School Road, Copford, Colchester.
Removal and relocation expenses of c. £4,000 are available for those who qualify.
Please send foolscap s.a.e. for form and details to: County Education Officer, P.O. Box 47, Thredneedle House, Market Road, Chelmsford, Essex, CM1 1LD.
Closing date: 11th December 1987. (653111)

ESSEX County Council

PRIMARY HEADSHIPS
continued

BEDFORDSHIRE
EDUCATION SERVICE
SCOTT LOWER SCHOOL
Hawk Drive, Bedford MK41 7JA
Required for April 1988.
Estimated number on roll April 1988: 1000 children aged 5-9 years.
Application form and further details from the County Education Officer, County Hall, Bedford MK43 5AP on receipt of a stamped addressed envelope dated: 4th December 1987.
Bedfordshire is an Equal Opportunities Employer. (41471)

BUCKINGHAMSHIRE
MILTON KEYNES AREA
HAVERHAM COUNTY FIRST SCHOOL
Haverham, Milton Keynes MK15 7AN
HEADSHIP - GROUP 1
The post of Headteacher is available from April 1988 for this modern village school. (Current establishment: 200 plus 13 teachers).
The County Council offers a substantial housing and relocation allowance worth up to £1000 and mortgage assistance. There is a wide range of housing to buy in the area.
Application forms and further details are available from the Education Officer, A. Black & A. at the Milton Keynes Area Education Office, 1 Wilton Gate, East, Milton Keynes MK9 2BB, on receipt of an A5 stamped addressed envelope. Closing date: 11th December 1987. (41934) 110010

CAMBRIDGESHIRE
COUNTY COUNCIL
AN EQUAL OPPORTUNITY EMPLOYER
GRANTHAM SCHOOL
Required for Easter 1988. Application form and details from the County Education Officer (S.A.E. please), Castle Court, Shire Hall, Cambridge CB2 3RQ. Closing date: 3rd December. (22258) 110011

CUMBRIA
ORMSKILL INFANT SCHOOL
Millbank, Hartley in Furness LA14 4AR
(C.I. 3-7, NOR 14) DNC 46 part time
For January, 1988 or a.s.p. thereafter, a suitably qualified, experienced and committed teacher for the Headship of this Group 4 school, to participate in the planning of the new school.
Application forms and further details from the Director of Education, 5 Portland Square, Carlisle CA1 1PU (see please) returnable by 4.12.87. (47330) 110010

EAST SUSSEX
ST. PETER'S C.E. SCHOOL
The Ridge, Hastings TN34 5AA
From Easter a Headteacher for this Group 6 school.
Relocation areas in approved cases.
Application form and details from the County Education Officer, 5 Portland Square, Carlisle CA1 1PU (see please) returnable by 4.12.87. (47330) 110010

ERPINGHAM VOLUNTARY CONTROLLED PRIMARY SCHOOL, Nr. Aylsham (Group 2)

HEAD
Further details and application forms may be obtained by sending a stamped addressed foolscap envelope to the County Education Officer, Room 32, County Hall, Martineau Lane, Norwich NR1 2DL.

MARHAM COUNTY FIRST AND MIDDLE SCHOOL, Nr. Swaffham (Group 4)

DEPUTY HEAD
Application forms and further details may be obtained by sending a stamped addressed foolscap envelope to the Area Education Officer, Western Area Education Office, St. Margaret's House, King's Lynn PE30 5DR.
Closing date: 4th December 1987.

Norfolk County Council

Wiltshire
AN EQUAL OPPORTUNITY EMPLOYER

HEADTEACHER POSTS

Group 2
Readvertisement
Owing to the retirement of Mr. D. Collings, a Head Teacher is required from Easter 1988. The school serves the village and surrounding area of Cars, set in pleasant Pinner Valley. The Governors particularly seek a candidate who is sympathetic to the needs of a small rural primary school and who will continue the established approach to primary education.
Ref: ST/TPMB.

Group 1
Readvertisement
Lusington C.P. School, Lusington, Chippenham, Wiltshire, SN14 6NW.
Owing to the appointment of Mr. N. Hughes to a post in another County, a Head Teacher is required from Easter 1988 or sooner, if possible. Lusington is a well equipped, spacious Victorian school, set in the heart of this pleasant Cotswold village. The Governors seek a candidate who will continue the child-centred and caring approach to primary education already established. Particular values would be a contribution to the community links at all levels, including the "Western Network" of small schools.
Ref: ST/TPMB.

Group 3
Readvertisement
Application forms and further details for the above two posts available from the Chief Education Officer, County Hall, Trowbridge, BA14 6JS (Large SAE please) stating appropriate reference number returnable by 4th December, 1987. Previous candidates for both positions will be reconsidered and need not re-apply.

MAIN SCALE POST
Bromham C.E. (Controlled) School, The Leaze, Bromham, Chippenham, Wiltshire, SN15 2EY.
Group 3.
Previous applicants will automatically be considered.
Main Professional Grade Teacher required for April, 1988. Initially for class of first and second year pupils but change of age group possible later.
Written letters of application stating age, giving particulars of education, training and experience, and the names and addresses of two referees to be sent to the Head Teacher at the above address by 14th December, 1987 (s.a.e. please). (56341)

SURREY COUNTY COUNCIL

* FRINGE AREA LONDON ALLOWANCE £309 p.a. throughout the County.
* Temporary housing may be available.
* Generous relocation expenses in approved cases.

HEADSHIPS

ST PETERS CHURCH OF ENGLAND AIDED MIDDLE SCHOOL, Little Green Lane, Shorth Heath, Wrecclesham, Farnham, Surrey, GU9 8TF
NOR 250
HEADTEACHER required from September 1988 for this Group 4 Church of England Middle School for pupils aged 8-12 years.
Communicant Member of Church of England preferred.
Salary £17,001 p.a.
Application forms and further details from the South West Area Education Officer, 14 a/b North Street, Guildford, Surrey, GU1 4AF. (SAE please)
Closing date: 4 December 1987.

WEST EWELL COUNTY FIRST SCHOOL, Ruxley Lane, West Ewell, Surrey, KT19 0UL
E.N.O.R. January 1988. 260 + 30 fte Nursery Class.
HEADTEACHER required from April 1988 for this Group 5 First School for pupils ages ranging from Nursery to 8 Years.
Salary £17,751 p.a.
Application forms and further details from the North East Area Education Officer, 7 Monument Hill, Weybridge, Surrey, KT13 8RZ. (SAE please)
Closing date: 4 December 1987. (6530)

Tameside Metropolitan Borough
SOCIALISM AT WORK

EDUCATION DEPARTMENT
HEAD TEACHER POST

ST. JAMES' C. OF E. (CONTROLLED) PRIMARY SCHOOL
(Group 3) Ashton-under-Lyme.
Applications are invited from suitably qualified, experienced and enthusiastic teachers for the post of Head Teacher at this Church of England Controlled School, which maintains strong parish links. It is hoped to appoint to this post from May 1988.
Application forms and further details are available from and returnable to the Director of Education, Staffing Division, Tameside MBC, Council Offices, Wellington Road, Ashton-under-Lyme, Tameside OL6 6DL.
Closing date 4th December 1987.

PRIMARY VACANCY
ST. STEPHEN'S R.C. PRIMARY AND NURSERY SCHOOL
Chappell Road, Droydsden, Manchester M35 7NA.
Required from January 1988 an enthusiastic Main Professional Grade Infant Teacher to contribute their strengths and skills as a member of a lively and committed staff. Must be a practising Catholic, preferably holding the Catholic Teachers Certificate. Application forms are available from the Head Teacher at the School and returnable to Reverend A. Bullin, St. Stephen's Presbytery, Chappell Road, Droydsden, Manchester M35 7NA. Closing date 4th December 1987.

SECONDARY VACANCY
DROYDSDEN COUNTY HIGH SCHOOL
(146 Girls Comprehensive)
Mr. U. Hirst, B.Sc., Acting Head Teacher, Manor Road, Droydsden, Manchester M35 8QD.
Temporary Main Professional Grade Teacher of French to cover a period of Maternity Leave commencing the 4th January 1988. Application forms are available from and returnable to the Head Teacher at the School, Closing date 4th December 1987.

AN EQUAL OPPORTUNITY EMPLOYER

EDUCATION DEPARTMENT
Headship

SIDLESHAM COUNTY PRIMARY SCHOOL, Highfield, Sidlesham, Nr. Chichester PO20 7HL
Group 2 - Salary: £15,999
Applications are invited from suitably qualified and experienced teachers for the post of Headteacher of the above School.
This small village school with 70 pupils on roll is situated some 5 miles south of Chichester on the Manhood peninsula and is well supported by the local community.
It is intended to make an appointment for April 1988.
Forms and details from the Area Education Officer, Ambassador House, Crane Street, Chichester, West Sussex, PO19 1TP, on receipt of s.a.e.
Closing date: 4 December 1987

west sussex

PRIMARY HEADSHIPS
continued

HAMPSHIRE
ST. JOHN'S C.E. AIDED PRIMARY SCHOOL
124, St. John's Road, Basingstoke RG24 0JL
HEADTEACHER - GROUP 4
Required for Easter 1988 for this Group 4 Church of England Primary School with 240 pupils on roll. Age Range 5-10 years.
Application forms and further details are available from the Area Education Officer (Ref: P/SD) 38, Grove Hill Road, Tisbury, Wiltshire, SN11 1SL. Closing date: 11th December 1987. (15493) 110010

HAMPSHIRE
DEAL COMMON COUNTY INFANT SCHOOL
Required Easter 1988 - or as soon as possible thereafter.
HEADTEACHER - GROUP 3
Application forms and further details from the Area Education Officer, 38, Grove Hill Road, Tisbury, Wiltshire, SN11 1SL. Closing date: 11th December 1987.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (15484) 110010

HAMPSHIRE
MILFORD C.E. AIDED PRIMARY SCHOOL
1, Lynton Road, Milford-on-Sea, Lymington, Hants. SO41 0RF
HEADTEACHER - GROUP 4
N.O.R. 210 Approx.
Required - September 1988.
The Governors wish to appoint a suitably qualified and enthusiastic teacher, preferably a communicant member of the Church of England, to the post of Head Teacher of this Group 4 School. The school has 110 pupils on roll. Age range 5-11 years. The appointment will be for a period of 3 years.
Application forms and further details from the Area Education Officer, 38, Grove Hill Road, Tisbury, Wiltshire, SN11 1SL. Closing date: 11th December 1987.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (15481) 110010

KIRKLEES METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
MOUNT PLEASANT JUNIOR SCHOOL
Mount Pleasant, Huddersfield HD1 3QP
Ref. 1150
PRIMARY HEADSHIPS
Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher of this Group 3 School which has 110 pupils on roll. The appointment will be for a period of 3 years.
Salary will be paid in accordance with the Teachers Pay and Conditions Act 1987.
ST. MARY'S C.E. (F & M)
Shirley Avenue, Gomersal, Cleckheaton BD19 4HA
Ref. 1155
Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher of this Group 3 School which has 110 pupils on roll. The appointment will be for a period of 3 years.
Salary will be paid in accordance with the Teachers Pay and Conditions Act 1987.
Application forms and further details from the Area Education Officer, 38, Grove Hill Road, Tisbury, Wiltshire, SN11 1SL. Closing date: 11th December 1987.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (15481) 110010

WEST KENT AREA
Chiddington C.E. (Aided) Primary School, Chiddington, Edenbridge, Kent TN8 7AH. Roll 29.
Applications are invited for this Group 1, Church Aided first school with effect from April, 1988.
Shoreham County Primary School, Shoreham, Sevenoaks, Kent TN14 7SN.
Junior Mixed and Infants. Roll 57 (Autumn Term).
Required for April, 1988, for this Group 2 Primary School. Further details and application form for both above posts from the Area Education Officer (Ref: P/SD) 38, Grove Hill Road, Tisbury, Wiltshire, SN11 1SL, s.a.e. please, to whom they should be returned by 4th December, 1987.

Penshurst Church of England (Aided) Primary School, Penshurst, Tonbridge, Kent TN11 8BX.
Group 1.
Required for April 1988 for this Group 1 Church Aided Primary School. Applicants must be communicant members of the Church of England.
Application forms and further details from the Area Education Officer, (Ref: P/SD) 38, Grove Hill Road, Tisbury, Wiltshire, SN11 1SL.
Written applications together with forms and testimonials should be sent to the Rector, The Reverend M.S. Tyler-Wilkins, Penshurst Rectory, Penshurst, Kent TN11 8BN. Telephone Penshurst 670316 no later than 11th December 1987.

SOUTH KENT AREA
Deal - New County Primary School (Group 4)
Northwall Road, Deal CT14 6PN
Applications are invited for this new school to be formed by the amalgamation of Deal Methodist (Controlled) Junior and North Deal Infants School at 1st September 1988. It is intended that the Headteacher designate will take up appointment at the beginning of the Summer Term 88. Further particulars and application forms available from and returnable to Area Education Officer, 38, Grove Hill Road, Tisbury, Wiltshire, SN11 1SL. Closing date: 4th December 1987.

EDUCATION DEPARTMENT
Headship

SIDLESHAM COUNTY PRIMARY SCHOOL, Highfield, Sidlesham, Nr. Chichester PO20 7HL
Group 2 - Salary: £15,999
Applications are invited from suitably qualified and experienced teachers for the post of Headteacher of the above School.
This small village school with 70 pupils on roll is situated some 5 miles south of Chichester on the Manhood peninsula and is well supported by the local community.
It is intended to make an appointment for April 1988.
Forms and details from the Area Education Officer, Ambassador House, Crane Street, Chichester, West Sussex, PO19 1TP, on receipt of s.a.e.
Closing date: 4 December 1987

west sussex

HERTFORDSHIRE
GREENWICK JUNIOR SCHOOL
Howlands, Welwyn Garden City, Herts. SG13 5JL
Tel: 0438 333038
Applications are invited from suitably qualified and experienced teachers for the post of Headteacher for this Group 4 School for April 1988.
Principals allowance of £309 p.a. payable.
Relocation expenses to a total of £4,300 payable, plus mortgage subsidy, up to £2,000 in approved cases.
Further details from: The Divisional Education Officer, The Woodlands Centre, The Commons, Welwyn City AL7 4RZ, (s.a.e. please). (47408) 110010

HERTFORDSHIRE
LONGWICK INFANTS SCHOOL & NURSERY
Oaks Cross, Stevenage, Herts. SG2 8L7
Group 4
Applications are invited from suitably qualified and experienced teachers for the post of Headteacher for April 1988.
Application forms and further details are available from the Divisional Education Officer, The Woodlands Centre, The Commons, Welwyn City AL7 4RZ, (s.a.e. please). (47408) 110010

HERTFORDSHIRE
ST. ALBANS DIVISION FOR EDUCATION
SANDRIDGE JUNIOR SCHOOL
Woodcock Hill, Sandridge, St. Albans, AL4 9EL
Group 3
Required for Easter 1988.
Headteacher (Group 3) for this small and attractive village school.
Herfordshire offers a generous scheme of relocation allowances under approved circumstances.
Further particulars and application forms from the Divisional Education Officer, County Council Offices, Civic Centre, St. Albans, Herts. AL1 3JZ on receipt of s.a.e. Closing date 11th December 1987. (22279) 110010

HERTFORDSHIRE
HARWOOD HILL JUNIOR SCHOOL
Harwood Hill, Welwyn Garden City, SG13 5JL
Tel: 0438 333038
Applications are invited from suitably qualified and experienced teachers for the post of Headteacher for this Group 4 School for April 1988.
Principals allowance of £309 p.a. payable.
Relocation expenses to a total of £4,300 payable, including mortgage subsidy, in approved cases.
Further details from: The Divisional Education Officer, The Woodlands Centre, The Commons, Welwyn Garden City AL7 4RZ, (s.a.e. please). (47408) 110010

Come and teach in Kent

HEADTEACHERS
EAST KENT AREA
Dame Janet County Infant School, Newington Road, Ramsgate, CT12 6QB.
Group 4.
Applications are invited from April 1988.
Further details and application forms available from the Area Education Office, 75 London Road, Canterbury, CT2 6LT.
Closing date: 4th December 1987.

WEST KENT AREA
Chiddington C.E. (Aided) Primary School, Chiddington, Edenbridge, Kent TN8 7AH. Roll 29.
Applications are invited for this Group 1, Church Aided first school with effect from April, 1988.
Shoreham County Primary School, Shoreham, Sevenoaks, Kent TN14 7SN.
Junior Mixed and Infants. Roll 57 (Autumn Term).
Required for April, 1988, for this Group 2 Primary School. Further details and application form for both above posts from the Area Education Officer (Ref: P/SD) 38, Grove Hill Road, Tisbury, Wiltshire, SN11 1SL, s.a.e. please, to whom they should be returned by 4th December, 1987.

Penshurst Church of England (Aided) Primary School, Penshurst, Tonbridge, Kent TN11 8BX.
Group 1.
Required for April 1988 for this Group 1 Church Aided Primary School. Applicants must be communicant members of the Church of England.
Application forms and further details from the Area Education Officer, (Ref: P/SD) 38, Grove Hill Road, Tisbury, Wiltshire, SN11 1SL.
Written applications together with forms and testimonials should be sent to the Rector, The Reverend M.S. Tyler-Wilkins, Penshurst Rectory, Penshurst, Kent TN11 8BN. Telephone Penshurst 670316 no later than 11th December 1987.

SOUTH KENT AREA
Deal - New County Primary School (Group 4)
Northwall Road, Deal CT14 6PN
Applications are invited for this new school to be formed by the amalgamation of Deal Methodist (Controlled) Junior and North Deal Infants School at 1st September 1988. It is intended that the Headteacher designate will take up appointment at the beginning of the Summer Term 88. Further particulars and application forms available from and returnable to Area Education Officer, 38, Grove Hill Road, Tisbury, Wiltshire, SN11 1SL. Closing date: 4th December 1987.

SURREY COUNTY COUNCIL

* FRINGE AREA LONDON ALLOWANCE £309 p.a. throughout the County.
* Temporary housing may be available.
* Generous relocation expenses in approved cases.

HEADSHIP

RE-ADVERTISEMENT
CRANLEIGH CHURCH OF ENGLAND (AIDED) MIDDLE SCHOOL, Parsonage Road, Cranleigh, Surrey, GU6 4UF
ACT NOV SEPTEMBER 1987 330
HEADTEACHER required for April 1988 or earlier if possible for this Group 5 Church of England Aided Middle school for pupils aged 8-12 years. Communicant Member of Church of England preferred.
Salary £17,751 p.a.
All previous applicants will be considered and need not re-apply.
Application forms and further details from the South West Area Education Officer, 14 a/b North Street, Guildford, Surrey, GU1 4AE. (SAE please)
Closing date: 7 December 1987. (52120)

Headteacher (2 posts)
We are looking for teachers with:
• Sound teaching experience
• Commitment and enthusiasm
• Management skills & relevant in-service training
for the following schools:-

Balgowan Primary School: Group 7
Balgowan Road, Beckenham, Kent (01 658 6374) is a large 3 form entry primary school which offers excellent facilities including library & gymnasium. It is situated in a pleasant residential area, close to London, rural Kent & Central Bromley. This post is available from September 1988.

Edgebury Primary School: Group 3
Belmont Lane, Chislehurst, Kent (01 467 4189) enjoys excellent facilities, including its own swimming pool. Local housing developments have led to increasing pupil numbers. This post is available from 11th April 1988.

Applications
Application forms and further details available from the Director of Education, Town Hall, Tweedy Road, Bromley, Kent BR1 1SB (large SAE please).
Closing date 3rd December 1987. (63368)

Bromley
THE LONDON BOROUGH

KENT County Council

SOUTH KENT AREA
St Simon's R.C. (V.A.) Primary School, Noakes Meadow, South Ashford, Kent.
Group 4 Roll 170
An enthusiastic and experienced Deputy Head Teacher required for April 1988 or as soon thereafter as possible. The applicant must be prepared to develop one major area of the curriculum and to share in the management of the school. A practising Catholic is essential.
Closing date for all applications is December 14th 1987.

MAIN SCALE
NORTH WEST KENT AREA
Temple Hill County Primary Junior School, St. Edmund's Road, Dartford, Kent, DA11 5DN.
January 1988. Required for two terms, temporary contract, a lively and enthusiastic class teacher to teach a Third Year Junior class. An interest in Art and Display would be beneficial.
Closing date: 4th December 1987.

EAST KENT AREA
Cartwright & Kelsey CE (Aided) Primary School, School Road, Ash, Canterbury, CT3 2JG. Tel: 0304-812639
Group 3.
Required Easter 1988 for Village School (Modern Building) enthusiastic Junior teacher (Main Scale) with interest in Science/Technology and willing to organise school soccer coaching and develop outdoor activities. Practising Christian preferred.

WEST KENT AREA
St. Thomas' R.C. Primary School, South Park, Sevenoaks, Kent TN11 1EH.
Required for the Summer Term 1988, an experienced and enthusiastic Teacher (Main Scale) who is a practising Catholic holding a Catholic Teacher's Certificate. It is hoped that the person appointed will be responsible for one of the following curriculum areas: Environmental Studies, Mathematics, Music and/or Science. Details and application forms from the Head Teacher and returnable to the Clerk of the Governors at the school by December 4th 1987. (65342)

Unless otherwise stated, applications should be sent to the Head of the School concerned (SAE please).

PRIMARY HEADSHIPS

continued

NORTHUMBERLAND
AKOLE ST. ANDREW'S RC
 Aided First School of 54
 Pupils
HEADTEACHER
 Required from Easter 1988.
 Removal expenses and lodging allowance payable in approved cases.
 Application forms and further details obtainable by forwarding a request s.a.s. to the Director of Education, County Hall, Morpeth NE26 2EF. To be returned within fourteen days. (41453) 110010

LIVERPOOL
EDUCATION
DEPARTMENT

HEADTEACHER
 Group 2, 115, 598
BUTLER CP INFANT
 SCHOOL (PD + SP)
 Butler Street, Liverpool L6 9BU
 Required for summer term 1988.
 Application forms obtainable from (and sent to) the Director of Education, Education Section, 14 Sir Thomas Street, Liverpool L6 9BU. Please quote Ref: 17141. Returnable to the Director of Education, Education Section, 14 Sir Thomas Street, Liverpool L6 9BU. Closing date: 30th November 1987.

Liverpool City Council is an Equal Opportunity Employer and welcomes applications from people of all ethnic origins and disabilities. (41417) 110010

SEFTON
METROPOLITAN BOROUGH
OF SEFTON
EDUCATION COMMITTEE
HEADTEACHER
 18 Norfolk Road, Liverpool L23 6ET
AMENDMENT
 Applications are invited from suitably qualified and experienced teachers for the post of **HEADTEACHER** of the **SEFTON GROUP 6** school in April 1988.
 Application forms and further details (s.a.s.) from: Mrs. D. McDonald, 40 Warren Road, Sefton, Merseyside, Liverpool L35 6UB.
 Closing date: 4th December 1987.
 Sefton is an Equal Opportunity Employer.
 Conveyance will be disallowed. (47853)

Deputy Headships (Inc. Second Masters/Mistresses)

BUCKINGHAMSHIRE
COUNTY COUNCIL

WINGRAVE C.E. COMBINED
 SCHOOL
 Wingrave Road, Wingrave, Aylesbury, Bucks. HP8 4QG
 150 pupils aged 5-12
 Group 4
 Applications are invited from suitably experienced and qualified teachers for the post of **DEPUTY HEADTEACHER** of this Combined School from April 1988.
 Initially the person appointed will be required to teach the 10 year old age group. An interest in Mathematics and/or Music would be an advantage.
 An attractive relocation package including mortgage assistance (up to £7000) is available in approved cases.
 Application form and further details (s.a.s.) from: and to: Mrs. J. A. Stevens, Deputy Head, Wingrave C.E. School, Wingrave, Bucks. HP8 4QG.
 Closing date: 11 December 1987. (110012) 110013

OLD CHURCH (N)
 Walter Terrace, Old Bromley, Kent SE16 2BZ.
 Ref: 120 (80 FT, 40 P/T)
 Head: Jane Stevens
 Deputy Head required for January. Candidates should be experienced nursery/infant teachers with imagination and humour committed to parental involvement in this large interesting school. Visa essential.

Primary Education

ALBION (M8 + N)
 Albion Street, Rotherhithe, SE16. Tel: 01-237 3738.
 Ref: 140 Group 3
 Head: Becky Hare
 Required from January.
 Versatile person needed for this key position - Music an advantage. Enthusiastic, diplomatic and able to accept a class teacher with good primary practice and an essential sense of humour.

Secondary Education

ST BERNARD'S RC (S)
 Wood Close, St. Mathew's Row, Bathurst, SE16 2ET.
 Tel: 01-239 3644. Ref: 325.
 Head: Mr. A. T. Hawridge
 Applicants should be practising Catholics and preferably hold the Catholic Teachers Religious Certificate.

Applications are invited from suitably qualified and experienced teachers interested in working in this exciting lively environment.
 The closing date for applications is 4th December 1987 unless indicated otherwise.

Inner London Education Authority

ILEA
IS AN EQUAL OPPORTUNITY EMPLOYER

CAMBRIDGESHIRE
COUNTY COUNCIL
AN EQUAL OPPORTUNITY EMPLOYER
HEADTEACHER
 18 Norfolk Road, Liverpool L23 6ET
AMENDMENT
 Applications are invited from suitably qualified and experienced teachers for the post of **HEADTEACHER** of the **SEFTON GROUP 6** school in April 1988.
 Application forms and further details (s.a.s.) from: Mrs. D. McDonald, 40 Warren Road, Sefton, Merseyside, Liverpool L35 6UB.
 Closing date: 4th December 1987. (47853)

ESSEX
R.A. BUTLER JUNIOR
 SCHOOL
 South Road, Saffron Walden, CB11 3DG
 Tel: 01938 33651
 (Ref: 259)
DEPUTY HEADTEACHER
 Group 4
 Required April 1988.
 A committed, experienced and enthusiastic teacher of outstanding quality for this lively school. The appointed teacher will be expected to make a significant contribution in management and curriculum development.
 Application form available from and returnable to the Area Education Officer, Crossman House, Station Approach, Saffron Walden, Essex CM7 6QA.
 Closing date: 11th December 1987.

LITTLE PARSONS COUNTY
INFANTS SCHOOL
 Parkwood, Harrow, W10 4BD
 Tel: Harrow 55600
DEPUTY HEADTEACHER - GROUP 4
 Required Easter 1988.
 Applicants should have a commitment to child-centred education and parental involvement, the ability to co-operate closely with the adjoining Junior School and to share in the school's management and organisation.
 Application forms and further details from: West Essex Education Office, Station Approach, Saffron Walden, Essex CM7 6QA.
 Closing date: 10th December 1987. (47508) 110013

DORSET
CHRISTCHURCH C. INFANT
 SCHOOL
 18 Norfolk Road, Liverpool L23 6ET
AMENDMENT
 Applications are invited from suitably qualified and experienced teachers for the post of **HEADTEACHER** of the **SEFTON GROUP 6** school in April 1988.
 Application forms and further details (s.a.s.) from: Mrs. D. McDonald, 40 Warren Road, Sefton, Merseyside, Liverpool L35 6UB.
 Closing date: 4th December 1987. (47853)

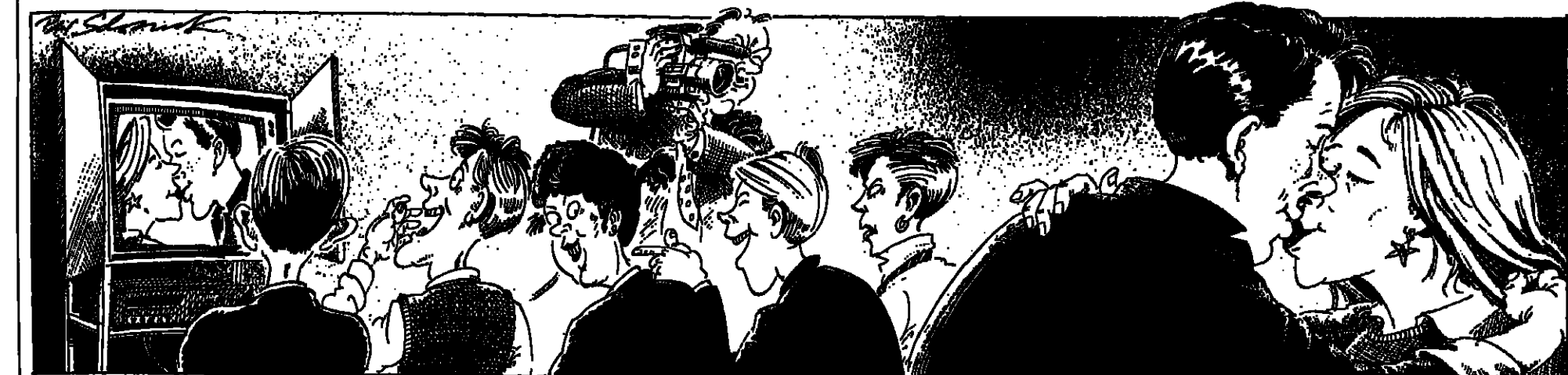
HAMPSHIRE
SOUTH EAST HANTS AREA
WHITE END FIRST SCHOOL
 18 Norfolk Road, Liverpool L23 6ET
AMENDMENT
 Applications are invited from suitably qualified and experienced teachers for the post of **HEADTEACHER** of the **SEFTON GROUP 6** school in April 1988.
 Application forms and further details (s.a.s.) from: Mrs. D. McDonald, 40 Warren Road, Sefton, Merseyside, Liverpool L35 6UB.
 Closing date: 4th December 1987. (47853)

HERTFORDSHIRE
LAURENCE HAINES
INFANTS SCHOOL
 Vicarage Road, Watford, WD1 8DD
 Tel: Watford 33900
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Video & Broadcasting



How will media studies find its place in the National Curriculum? Consigned to oblivion?

DAVID BUCKINGHAM

Media studies was not alone in receiving no mention in the Government's consultation document on the National Curriculum. In some respects, this is hardly surprising. In so far as the DES is aware of the existence of media studies, it is probably regarded, like many other arts and social studies subjects, as a form of "clutter", or even as potentially subversive.

Whatever the reasons for this absence, the Government's proposals clearly have negative implications for media studies. At the very least, it will have to fight to retain its present marginal status; and in the longer term, it is difficult to see how it can avoid being consigned to educational oblivion. Perhaps the most optimistic scenario is for it to be identified as a cross-curricular "theme", although even this might not ensure its survival in any meaningful form.

In the light of recent developments in the field, the proposed National Curriculum comes as a particularly bitter blow. Over the past few years, media studies has experienced a remarkable expansion in hitherto untouched areas such as primary and pre-vocational education; while the new GCSE syllabuses have consolidated existing strengths, and given the subject a new-found status. As a result, many schools are now developing media studies for the first time, and there has been a notable increase in demand for in-service training, publications and teaching materials.

While these developments have yet to be fully evaluated, it is clear that media studies is attracting an increasing amount of enthusiasm and commitment from many teachers, parents and students. In several respects, it is a very positive example of the kind of teacher-led curriculum development which has been one of the strengths of the British education system - and which is very much under attack from current government policy.

Responses to the consultation document by the Society for Education in Film and Television and the British Film Institute drew attention to the unique contribution which media studies can make to children's learning. By integrating technical and practical skills with critical and analytical ones, it can work against the fragmentation of the curriculum, and provide a successful mixed-ability teaching. Media studies is an essential part of a balanced "education for citizenship"; it seeks to encourage a more informed and critical understanding of the increasingly important role of communication technologies in contemporary society.

For media studies teachers, these are familiar arguments, and it is not my intention simply to rehearse them here. While continuing to reassert the broader rationale for media studies, it will be necessary to adopt more pragmatic strategies to ensure its survival. What opportunities for teaching about the media can be found within the rigid structure which the Government is proposing?

three potential locations within the National Curriculum framework. First, media studies may survive as an optional additional subject, within the limited block of curriculum time proposed. The fundamental problem here is one of competition: most of the subjects assigned to this block, such as home economics and business studies, as well as others, like social studies, politics and economics, are better established than media studies. The Government's ideas about time allocation should be clarified by the Education Bill, due to be published today.

Kenneth Baker has argued that the number of options offered in schools could remain the same, although the number which any one pupil took would be reduced. This ignores two significant factors. First, if the range of options is too broad, the size of teaching groups will be reduced to the extent that many become non-viable.

In schools where it is already offered, media studies is often an extremely popular option, and thus stands some chance of being retained. But in schools where it is not, the odds will be very much against it - or indeed any other new subject - being added to the existing range of options. Second, schools' staffing provision will inevitably restrict the range of options available. In many schools, the option block is likely to become an even greater focus of territorial struggle between departments than it is at present - and for this reason is most unlikely to be a site for new curriculum developments.

A second possible location for media studies is as a cross-curricular "theme", which would be taught through foundation subjects. Significantly, this would coincide with the notion of "media education", which has been the focus of HMI initiatives since the publication of the DES report *Popular Television and Schoolchildren* in 1983. The BFI's response to the consultation document, in fact, placed its major emphasis on the contribution which media education might make to the teaching of foundation subjects such as science and technology.

Although media education was not mentioned as a potential theme within the document, it could be compared with others which were, such as health education and information technology. The status of these themes was unclear, but cross-curricular issues are bound to be marginalized within a curriculum based on traditional subject divisions.

Furthermore, the document did not explain how these themes would be identified, and their content and objectives defined. The letters of guidance provided for the working groups on science and mathematics appeared similarly vague. In this respect, the identification of likely themes seems to be left to the groups themselves, with a few helpful suggestions from the Secretary of State - among which media education was again not included. It is unlikely to emerge spontaneously as a potential theme in the deliberations of the working groups, and will require a strong central initiative if it is to be featured at all.

On the positive side, this cross-curricular role could promote a more informed and critical use of media in other subject areas, and would ensure the provision of media education for all students, rather than a small minority, as at present. On the negative side, it could reduce media studies to a "servicing" role, and lead to a dilution and fragmentation of its specific concerns.

The central problem with the notion of media education, as with all cross-curricular initiatives, is that of its institutional base. Without a media studies specialist in the school, it is difficult to see how a meaningful media education policy can be formulated and, more crucially, implemented. Recent changes in the funding of in-service training have seriously reduced the opportunities for teachers to acquire the kind of in-depth specialism which would be required. Media education without media studies may well belong merely to the realm of good intentions.

Finally, media studies may find a more significant place within specific foundation subjects. The major candidate in this respect is English - although the prospects for media studies here will depend upon how English itself comes to be defined. The potential content of this subject will become clearer when the Kingman Committee reports, early next year, although English looks likely to be defined in more instrumental terms than in the past. Kenneth Baker's own views on English

continued on page 42

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EXTRA

Media education across the curriculum

From art to zoology

The DES Report *Popular Television and Schoolchildren* (1983) concluded that "all teachers should be involved in examining and discussing television programmes with young people." The implication that this activity should be cross-curricular is reinforced by the likelihood that media education will be one of the cross-curricular "themes" or subjects which the National Curriculum Consultation Document envisages "should be taught through the foundation subjects."

Last spring, South East Arts organised a conference for 85 teachers to investigate, in just six subject areas, how this might be put into practice. They came up with a variety of ideas.

Art

The place of media education in the art lesson is an obvious one. The art teacher can question and demystify the meanings of images. GCSE encourages this approach by stressing context. The meaning of an image will depend in part on the way it was constructed and received, and critical analysis in the classroom can be applied to a wide range of images, including those from fine art. Single image study can progress from the isolated image to the examination of image and text, to the study of a fragmented image where sections are revealed step by step. The sequencing of still images to make a narrative can be a further development of this approach.

The art lesson can provide a vital opportunity for the introduction of "hands on" practical work in media education. Pupils can investigate the relationship between mass-produced images and ones they have created. The use of photography in work on self-image can allow pupils to explore their own identity and discover how some aspects of personality can be revealed and some remain hidden. Such exercises are concerned with the same issues of form that are always implicit in art education. What media education can provide is a common language for the study of all images - whatever their origins.

Geography

Part of the geography teacher's role is

TIM CORNISH

to mediate information about the "natural" world to young people, and because of a lack of first hand experience, it is usually the slide, the film strip or the video which is used as illustration. In the past, the geography teacher has often colluded with television in sustaining the lie that "to see is to understand." As development education has progressed, so too has teachers' willingness to question the representations of the world, and particularly of the Third World, that are offered. Why is the film strip sponsored by an oil company? For what purpose did the Empire Marketing Board produce this text-book illustration? These media are not transparent vehicles for information.

The geography department is an appropriate place to challenge the idea of "the window on the world." National educational criteria ask that children should be taught to evaluate information. It should be part of the geography teacher's role to raise questions about the representation of other countries, not just by examining the illustrations in textbooks, but by reference to a range of television material including travel programmes, anthropology series and Hollywood movies like *Out of Africa*, since these all contribute to children's perceptions of other cultures.

Science

Young people will come to the science lesson with preconceptions about the subject formed largely by watching programmes like *Tomorrow's World* or science fiction. It will help the science teacher to understand what his or her pupils bring to the classroom if he or she has given some thought to the way in which television represents science. To question science as a string of exciting inventions, as in *Tomorrow's World*, or as neat narratives, as in *Horizon*, can capitalize on students' own knowledge and provide a framework for the interrogation of scientific theory. Similar questions will need to be asked of schools science broadcasts and other audio-visual aids, for whatever the raw material, its form is changed into a television programme.

gramme. In other words, the medium inflects the message. Or in the case of visually dull topics, such as the microchip or biotechnology, the subject can be excluded altogether.

History

As the wealth of audio-visual material available to the history teacher increases, it becomes more and more important that he or she recognizes that it needs to be approached with the same scepticism, the same critical approach as with the written sources that the historian uses. It has been said that a young person's effectiveness as a citizen depends above all, on the crucial historical skill of assessing and evaluating the record of human behaviour. This record now includes, of course, film and television. In the same way that no hard core of historical facts exists independently of the constructions of the historian, so there are no transparent images in film and television. The role of the history teacher should be to interrogate the whole range of this material, from First World War newsreels, to *Upstairs, Downstairs*, from *ITN's Battle for the Falklands* to *The Jewel in the Crown*.

Sport

Where PE teachers have the scope for discussing and viewing television (as a wet weather activity, perhaps), there will be opportunities for using the preconceptions that young people bring to sports activity from their experience of watching TV. Since live sports coverage is television at its most naturalistic, this is perhaps the least obvious area for media education. However, there are important questions to be asked about the ways in which TV packages and presents sports. How do televised sports like tennis, soccer, and ice-dancing represent man and woman? What are the consequences of television's stress on nationalism? Are some sports seen as more important than others? How are major sporting events promoted as family occasions? What values are promoted (aggression, fair play, commitment, timing, speed, stamina)? A whole range of choices are made in constructing the television sports programme, which can be the subject of productive study in the PE lesson.



How do televised sports represent women like Gabriella Sabatini?

English

English teachers are likely to be able to devote more time to media education than teachers of other subject areas. Indeed, they are in a position to take the lead in developing whole-school policies. GCSE National Criteria state that the course should "seek to develop the ability of students to understand and respond imaginatively to what they hear, read and experience in a variety of media."

However, the inclusion in the English syllabus of concepts of representation, narrative and institution have consequences for traditional liberal-humanist English teaching. The concepts of media education are a direct challenge to such teaching and cannot be merely assimilated. The different conditions of production, form and representation of TV drama, for instance, require a restructuring of the ways in which literature is predominantly taught. The uncritical use of the film or video of the set book (judged solely in terms of its faithfulness to the original text) needs to be replaced by a critical analysis of the differing forms. The English department

can play a crucial role in the development of a conceptual framework for a whole-school media education policy.

It is clear, then, that space for media education exists in a number of subject areas. The danger is that individual enthusiasts will develop isolated courses. A piecemeal approach is founder on the considerable obstacles that prevent other cross-curricular initiatives. On the other hand, rigorous inter-disciplinary liaison and curriculum co-ordination can result in a genuinely integrated approach to the media.

The growing enthusiasm of individual subject teachers needs to be harnessed to such whole-school policies (perhaps by the use of school-based in-service training), to associations of subject teachers and by interventions in the National Curriculum subject working groups. To exploit the curriculum space that could exist will test the vision and energy of the remarkable numbers of teachers who are committed to media education.

Tim Cornish is Film, TV and Photography Officer at South East Arts.

Scotland the brave

IAN WALL

Signs of Success

By Eddie Dick
Report of a three-year development project located within the Scottish Film Council, funded by a grant from the Scottish Education Department £2 inclusive from Scottish Film Council, 74 Victoria Crescent Road, Glasgow G12 9JN.

"Oh, to be in Scotland, now that media studies is here!" could well be the cry of those beleaguered teachers of media studies in the English secondary school system who read Eddie Dick's *Signs of Success*. This 49-page booklet examines the work of the Media Education Development Project in Scotland and traces its impact. Described in this way, it might be thought of as a rather parochial document, of little interest to those outside Scotland apart from academics and teacher trainers. Nothing could be further from the truth.

The opening pages should be required reading for all teachers new to the area of media studies and media education, for here are presented the reasons for studying the media in a form which is both clear and free of political pontificating.

In reading the pamphlet, one senses that the remit of the project and the carrying out of the tasks set forth always had the classroom teacher in mind, whether that teacher be in primary, secondary or further education. The project set itself five areas of operation - curriculum development, teacher training, preparation and publication of teaching materials, dissemination of information and a rather general co-ordinating operation which would pull together and organize those bodies and teachers who were involved or starting to get involved with media studies.

In what forms the largest section of the pamphlet, the work of the project on these areas is described - successes as well as failures. What makes particularly interesting reading is the account of the highly ambitious primary project undertaken with two teachers, 40 pupils and an adviser. In many ways this episode highlights the over-ambitiousness of many a media teacher, with lack of time, resources, attraction of too many students to one particular medium (video, what else) all contributing to parts of the project being dropped, others rethought. And yet, emerging from the account is a sense of the involvement of the pupils and also the gaining of valuable experience by teachers and adviser which could be passed on to other interested parties.

The agendas set by the Scottish project in Dick's booklet could well serve as a useful guide to teachers and advisers involved in the development of media studies in England and Wales. At the moment this is in a state of minor crisis. Media studies south of the border seems to be undergoing a boom - yet large numbers of teachers who are constructing courses in the subject for the first time are often confused as to what and how they should be teaching. Certain areas are lucky to have a BFI-funded media education officer, and a fortunate few are able to attend the BFI Easter school, which gives an introduction to media studies. Efforts, however, seem to be spread over a far wider area than in Scotland, with working parties on primary, secondary and further education all in action at once. One can only hope that there is some coherence in this activity and that in the end a unified curriculum will emerge.

Admittedly, Scotland does not have many of the problems which face England and Wales - the number of schools is far smaller, there is a unified

BFI Survey

The British Film Institute's 1987 survey of 'Media Studies at 16+' is now available. Compiled by Philip Hayward and Tim Blanchard, this critical survey of all examinable courses in media studies and media specific studies includes a special TVEI supplement. It is available from the BFI at their new address, 21, Stephen Street, London W1P 1PL, price £2.40.

EXTRA

be something exciting to be learnt from looking at yet another set of images and adverts.

One failing of *Signs of Success* is that it does not look at the students' experience of media studies and of the media themselves. The teacher still seems to be in control of what should be studied. This is not a failing of Scotland alone, however, and at least a research project into just this area is currently taking place there.

The healthy state of media education north of the border should, therefore, be an incentive to others to take up the challenge of installing media studies in the curriculum of every school in the country.

Ian Wall is project director for Film Education.

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Oblivion?

Continued from page 41

teaching display a Leavisite hostility to popular forms, and to the media in general.

Among other possible locations, the combined arts block already leaves little room for traditional arts specialisms: let alone more contemporary forms such as photography, film and television. The recent development of media studies within TVEI might suggest that "technology" would provide a suitable location, although it remains the least clearly defined of the foundation subjects: divorced both from design and from science, it is far from obvious what it would contain, or indeed how it would relate to TVEI itself. The struggle for media studies teachers working within TVEI has been to preserve a theoretical element, and to counteract the dangers of

"technicism". Whether media studies can make inroads into the technology component will again depend upon how that component itself comes to be defined.

Ultimately, the possibilities for media studies within the National Curriculum will depend on the success of the Government's broader attempts to redefine the role of the teaching profession. Despite the Government's claims that the legislation will provide "a framework, not a straitjacket", and that the role of teachers will be "enhanced rather than curtailed", the opposite is surely the case. Given the central emphasis on testing, and the commitment to a competitive "free market" in education, "teaching to the test" will become inevitable. In this respect, the National Curriculum is merely the latest manifestation of a more general shift away from a notion of teacher professionalism - a shift which will curtail the possibilities for teacher-led innovations such as

media studies.

Whatever the outcome of these broader struggles, media studies teachers will need to ensure that their voice is heard in the consultation process which will take place over the next 12 months - and the organisations which represent them will have a particular responsibility here. It is to be hoped that this process will allow more opportunity for a considered and thorough response than that which has recently concluded.

David Buckingham is a lecturer in the department of English and media studies at the University of London Institute of Education.

A conference on the place of media education in the National Curriculum will be held at the Institute of Education on December 7. For information contact Philip Drummond at the Institute, 20 Bedford Way, London WC1.

The "Let's Make a Film" Festival is going regional. The organizers, Co-operative Retail Services, are launching a series of regional festivals in conjunction with 1988's national one.

For the first time, the Biochemical Society will sponsor a special category in the national festival to encourage involvement by school science departments. There will also be an award for innovative techniques sponsored by the Association of Cinematograph Technicians and Allied Technicians.

The 1988 festival, the 12th in the series of biennial events, will be held at the National Film Theatre in London on October 8, 1988. Registration forms are due by January 31, and submissions by May 9. A brochure giving details is available from The Member Relations Department, CBS Ltd, 79/102 The Broadway, Stratford, London E15 1NL.



EXTRA

Matching words and pictures on TV

A new angle

MAIRE MESSENGER DAVIES

What makes television interesting? If producers want to teach people through TV, how can they ensure that viewers pay attention to and understand what they see and hear?

It's a classic tenet of TV production that the pictures have to be interesting in order to keep people hooked to a programme, and years ago, the formative research for *Sesame Street* discovered that children were more likely to look at the screen if there were lots of rapid picture changes. The assumption that eyes-on-the-screen equates with attending and learning has gone almost unchallenged ever since, despite evidence from other research that staring at the screen and later learning don't have much relationship with each other at all.

I have been doing research into the relationship between pictures and words in television and how people understand and remember them. How well do people make sense of the various ways pictures are edited together? And given that people do try to make sense of sequences of pictures, what effect does this have on their attention to the words?

The soundtrack on TV can actually be a better attention-puller than the pictures. Television is shown in homes and schools, where viewing is often interrupted by other distractions. But if the soundtrack provides a new voice, or a change in the music, even very small children will realize that something is about to happen and will pay attention to the picture. Television provides constantly changing images and continuous speech: it makes quite heavy demands on people's attention. Is the combination of pictures and words always as effective as it could be, so that viewers can take in everything that's happening?

My research with TV news found that if changes of shot from one visual topic to another did not coincide with similar changes in the commentary, adult viewers learned less than when these changes were matched. When a speaker reaches the end of a sentence, the listener mentally sums up what they've said and prepares himself for what might be coming next. It takes time to do this. If, at the same time, he's still trying to make sense of a picture switch that's just taken place,

he is unlikely to take in the words so effectively.

Adults and young children don't actually learn very well with rapid editing; they find it disruptive. My research showed that fast editing suited older adolescents better. Perhaps this is because, in this computer age, they're more used to "parallel processing" - taking in several streams of information at once. But, as a general rule, producers of information programmes need to be aware that if people are overloaded with lots of changes of pictures and words, they will not learn as effectively as when both words and pictures are coherently presented at a pace which allows some reflection and scanning.

Other techniques used by producers to influence the attention of viewers are changes in camera focus. I did some research into the use of close-ups in a pre-school children's programme. Close-ups are deliberately used to focus attention on a detail.

Not surprisingly, I found that adults remembered objects shown in close-up much better than the same objects not shown in close-up. But this effect wasn't found with five-year-olds. It's possible that young children don't always realize that a close-up shot is meant to draw their attention to something. They may not even realize that the toy in close-up is the same toy that they saw earlier in a longer shot. Again, appropriate words on the soundtrack may be more helpful than pictures alone in underlining the importance of the thing they're supposed to be looking at.

Television provides a wonderful integrated package of visual and verbal information. Many studies, including mine, have shown that pictures plus words are nearly always a better way of conveying information than pictures or spoken words alone. (Print is another matter - but young children can't always read print of comparable complexity to good informational television, so for these children, television has the edge.) Producers could be more aware of the demands on attention made by simultaneous sequences of images and speech, and it would be nice if they could accept that an expressive human voice and face saying interesting things is probably the most powerful hook for attention yet devised.



Video in primaries

Stop/start

ERNEST CHOAT, PASCAL KIVOTOS, HARRY GRIFFIN and DOROTHY HOBART

Television in the classroom has been neglected from both theoretical and practical points of view. It is rarely considered in deliberations about the primary school curriculum, and has not been given much attention in initial teacher training or subsequent in-service training either. Our book, *Teachers and Television*, describes the results of our three-year survey of nursery and infant school teachers' use of and reactions to television. We are assured that the conclusions would relate equally to junior schools.

The findings indicate that television is a class or mass viewing phenomenon, even with a video recorder. Rarely are small groups taken to watch off-air broadcasts or video playbacks and seldom are the stop/start or pause controls of the video employed to encourage interaction by the children and interpretation by the teacher.

Most of the teachers were not selective in their television viewing. Series were chosen at the beginning of the school year and followed week by week unless a teacher became disillusioned with them. In other words, very little attempt was made to incorporate television into the curriculum. The medium was not regarded as a resource to supplement ongoing activities or work being undertaken, but as a weekly venture. This attitude was reinforced by follow-up directly concerned with the content of programmes rather than attempting to relate to children's own experience.

Many primary schools are restricted to one television receiver. This is often a large set to enable a number of children to view at the same time and is cumbersome to move around. Instead, schools should have a small set mounted on a mobile unit that can also accommodate a video recorder, to allow small groups to watch in classrooms. The latest figures issued by the IBA claim that 72 per cent of primary schools now have a video but, again, each school usually has only one.

There is very little commercial material available for primary schools apart from BBC and ITV schools broadcasts, so teachers who want material readily available must build up their own video resource library, and this is a time consuming task.

If television is to be used effectively in primary schools a vast expansion of in-service training and the provision of adequate resources is needed.

Television becomes a whole new proposition when a teacher uses video wisely. She can preview material and select sequences which are applicable for certain children to view, and be aware of aspects which need clarification of interpretation and vocabulary.

that may present difficulty. In other words, the teacher is controlling the playback rather than taking a chance with an off-air broadcast, and can fit this into the normal activities of a small group while the other children are otherwise engaged. This avoids merely following-up, which after all is often meaningless to many children.

Some teachers may consider that small group viewing is not possible with television, but they carry out group or individual work with practically every other aspect of their teaching. Why should television be any different? To institute this practice will take a week or so until the children become accustomed to it. They are naturally used to thinking that watching TV is a general activity, and must be made aware that it can be watched in other ways.

Apart from the autonomy which a teacher has when the video is used for small group viewing is the fact that the children are active participants. Sequences can be stopped for interaction by the children or herself. A frame can be frozen to act as a still picture to encourage further discussion; the remote control allows a return for clarification or repetition and fast forward permits sections to be by-passed.

Thus, by controlling the video a teacher is able to intervene and bring children into the proceedings. The playback may be in progress for only a minute or even less before she wishes to interact and she is able to repeat the process as often as she wants. Moreover, the children too can ask for the tape to be stopped or played back for something they wish to see again or ask about. In fact, whereas interactive video is normally associated with the more sophisticated optical video disc, its basis is really with the ordinary video recorder.

Similarly, individual interaction is not beyond the capabilities of primary school children. The teacher may wish to assign them a particular task which includes viewing television material, or they may wish to use certain sequences themselves. Obviously, the teacher needs to plan when tasks are assigned. She must select the relevant section of the video tape, inform the children of the points to look out for and prepare relevant activities or work. Furthermore, the children need not be expected to view continuously. There is no reason why they, too, should not use stop/start, freeze frame, fast forward and play back.

However, suitable material must be readily available if television is to be incorporated into the curriculum. For example, if the children had been on a visit to the local park and some of them had taken an interest in the ducks the

teacher would most likely wish to capitalize on this interest. Back in class, she would have reference books but she still needs to have material at hand which could show ducks gliding, dabbling, pecking, and preening.

The form of most educational television programmes is a continuous screening, normally accompanied by a presenter or voice over, with a beginning, middle and end, and objectives instituted by the producer. But a useful alternative is the provision of tapes in modular form. Here, a tape is separated into a series of self-contained units which consist of connected or unconnected sequences on a particular theme.

This conclusion was reached after we conducted pilot work with a group of teachers. Initially, the teachers were influenced by the format of educational television programmes - however, the intention was not to compete with the broadcasters but to produce video tapes that would be used differently. After many meetings and much discussion, the modular form was adopted and three experimental tapes on water produced in co-operation with the teachers and tested with the children. It was found that using modules was more convenient than looking for appropriate breaks in programmes, saving time if replay was needed and avoiding lengthy gaps when playing forward to find the appropriate sequence. The module is edited to concentrate on a certain theme and may last for only a few minutes. But with play-back, freeze frame, stopping and starting the session may last for as long as half an hour.

By using the modular approach with small groups the teachers found that they were able to deal individually with children as they had greater opportunities to assess how each child was reacting than they had with a continuous broadcast. They were not merely hoping that a programme would contain the content which the teachers' booklet indicated, or suddenly stopping when they saw what they wanted. By previewing, they were aware of the content.

We have now progressed from the pilot work and have been funded by the Educational Foundation for Visual Aids and the Baring Foundation to produce video tapes for nursery and primary schools with the title *Looking Around Us*. The pilot work indicated the form which the tapes should take but the question remained as to the content best suited to the primary school curriculum. We concluded that natural sequences could be used with nursery or top junior children but this depended on the level of interpretation by the children and the teacher. However, the material to best suit the needs of the teachers had still to be determined and could be resolved only through collaboration. We have therefore established working groups of teachers in six L.E.A.s in England and Wales. Each group has undertaken responsibility for a tape by suggesting the topic and listing sequences for filming. When filming is complete, each group will select which shots they wish to include in the modules and the tapes will be edited accordingly, under our supervision. The next stage will be for other teachers to evaluate the tapes by using them with their pupils.

Our initial objective was to have the first six tapes completed and ready for distribution by the end of this year with a further six tapes to follow next year. However, progress has not been as fast as we imagined and it is likely that the first tapes will not be ready until next spring.

In the meantime, primary school teachers must continue to use the resources at their disposal. For most of them this means the educational programmes transmitted by the BBC and ITV companies. How this material is used, whether off-air or by video playback, needs careful consideration. Teachers must ask themselves whether they regard television as a curriculum component or whether they treat it as something extraneous.

Teachers and Television, by E. Choat, H. Griffin and D. Hobart is published by Croom Helm, price £19.95.

Pascal Kivotos is production director, and Harry Griffin and Dorothy Hobart are team members of the *Video As A Resource In The Primary And Nursery Curriculum Project*, 7 Paxton Place, G2 7PS.

Dr Ernest Choat, the project's director, died after this article was written. The project is to continue.

EXTRA

How film making stretches teachers

News values

MARTINA DEVLIN

Educational films may have been devised as a classroom aid, but some teachers are discovering that they learn more from making them. The use of video as part of a teacher's stock-in-trade is nothing new - but when teachers start shooting and scripting the video themselves, they can suddenly find that they need to re-evaluate their own communication skills.

With just a 10-minute film to get a message across, teachers are forced to think carefully about what they want to say and how to present it. They must grab the audience's attention from the outset - and retain it. As education becomes more media-orientated, those involved in teaching are looking more towards television and newspapers for pointers on how to win their pupils' attention and make them receptive to information.

It should never reach the stage of Dusty Bin making a guest appearance in the classroom, or presenting lessons as front page scoops, but there are overlaps.

Lancashire is one of the rare education authorities outside London to have its own video unit making in-service training films and running courses. It is based at Lancashire College, Chorley.

Vital back-up funding to pay for equipment has come through TRIST (Technical and Vocational Education Initiative Related In-Service Training). And Lancashire County Council, encouraged by the success of the INSET courses, has given the video unit an annual grant of £25,000.

Mr Bob Jones, Lancashire County adviser for educational technology resources, explains how video stretches teachers: "When they make a video, they are constantly being challenged. With just 10 minutes to work in, they must be economical with words. In the classroom, they can talk for hours without ever being challenged."

"It is not that teachers are complacent. It is just they are so used to doing it, that they have never stood back and assessed how effectively they are communicating, especially with lay people. There's no refinement in terms of what they produce. There's no one in the classroom to say 'that's good' or 'that needs to be fine-tuned'. They have nothing to set their benchmark against."

Mr Jones believes teachers suffer from writing too many essays. He says they have been nurtured on a literary language, which is fine as long as they can switch off when the situation calls for verbal communication. The problem, he finds, is that for many of them it is a difficult transition, which is where the course can help.

He went on: "Teachers are notorious for falling into what I call the 'many different kinds of drinppies' trap. If they are asked to write an essay on drinppies, they will start with 'There are many different kinds of drinppies'. They think of a subject in a conventional way. Reports written by teachers are full of phrases such as 'I have taught youngsters and children to all levels of ability'. This is all jargon. It is true of any profession. However, our courses open the whole thing out. Teachers are rubbing shoulders with other people who use words to communicate - for example, journalists and broadcasters. It helps them stop and evaluate the words they use."

Videos made on a course range from a study of how work experience benefits both schools and industry, to promoting one school's summer camp. "Teachers making the videos quickly realized there was no second chance. Their film had to be succinct and appealing, creative and factual. There was no room for verbosity."

These on-screen skills are just as useful in the classroom when a course has ended. Teachers are taking home with them, not just a short video, but a new appreciation of the complexities of communication. Mrs Margaret Page, head of Lancashire's Travellers Service, spent a week at the college with a colleague making a film intended for screening mainly to schools, but also to itinerants. Its aim was not

only to encourage travellers to send their children to secondary schools (many drop out after learning the three Rs), but also to persuade the schools to be more conscious of the itinerants' special needs.

Mrs Page said: "The video makes you very conscious that what you say will be recorded. It makes you think: 'Is that really true? Is that what I actually mean?' I had to be very careful with my wording because I want both schools and travellers to see the video. I'm not frightened of speaking the truth but I didn't want to criticize unnecessarily; I wanted to be constructive."

Two teachers from St Augustine's Roman Catholic School in Billington, near Blackburn, made a video introducing primary school pupils to secondary school life.

Mr Paul Wilson, head of chemistry, described his video as an "ice-breaker" and said it had made him conscious of the importance of humour in his script as a means of communication.

The estimated cost of sending a teacher on a week-long video course is about £1,000, because of the expense in hiring a temporary replacement. Is the money well spent? Definitely, says one of the course assessors, Mrs Mary Thompson, a teacher in charge of special needs at the Pensnett School in Brierley Hill, West Midlands. Not only was there a tangible result - a video - but teachers had enhanced technical and communication skills too.

Mrs Thompson said: "People are returning to their schools with a sense of personal achievement. They have a new found technical ability and they are aware of their creative potential."

notes



'Gender Destiny?'
THE CAMERA NEVER LIES

An exhibition of work by schoolchildren will be on show at the National Museum of Photography, Film and Television in Bradford until the end of January. Among the projects featured

are one by Stoney Lee Middle School in Bradford on media bias and gender socialization, and another, by Bradford Girls Grammar School, exploring Victorian portrait conventions. NMPGT is at Prince's View, Bradford, West Yorkshire BD5 0TR.

SCRIPT TO SCREEN

Next month, Brookside writers, actors, production and post-production crews will be showing National Film Theatre audiences how a script is prepared, rehearsed, shot and edited. They will appear on Saturday December 5 and Sunday December 6 from 10.30am to 3.30pm. Tickets are £7 for individuals, £4 for student and school groups by arrangement with the NFT box office. Contact The Box Office, National Film Theatre, South Bank, London WE1 8XT.

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EXTRA

Enterprise and training in the North East

State of independents

BEN MOORE

The independent sector of the film and video industry is made up of commercial production companies, freelances and film workshops. It is a sector which looks likely to play an increasingly important role in the Government's plans for the future of broadcasting. Already with the arrival of Channel 4, greater use of video by institutions and businesses, and the emergence of cable and satellite systems, there is a growing role for video programmes.

Although most independents are still based in London and the South East, the growth potential obviously has implications for regional development, both economic and cultural. The most advanced model of where these arguments will lead is now established in the North East of England in the form of the North East Media Development Council. Set up in 1984 NEMDC is a federation of independent production, exhibition and facility houses already established in the region working together with representatives from local authorities, the British Film Institute, Northern Arts and the film and TV technicians' union ACTT. The Council wants to build a regional industry by supporting a network of small companies which will re-invest surpluses into more growth and more jobs. In order to achieve this, the council has developed three major strands.

The North East Media Development Agency is the executive arm. Its task is to support development initiatives by drawing both public and private finance into the North East in the form of programme commissions, programme sales and facilities use. On a day to day basis, this work involves producing business plans for new enterprises and investigating, with I.E.A.s and teachers, new roles for video in education. It means working alongside new and existing initiatives, informing them, advising them and helping them to grow.

Building a regional industry means being able to find skilled personnel in the region. Perhaps NEMDC's most impressive initiative has been the establishment of a purpose-built complex of studios, editing suites and post-production facilities at the Stonehills industrial estate in Gateshead. The North East Media Training Centre is now one of the principal training schools outside the South East and offers some of the best independent training facilities for film and video makers in the country.



This range of training was identified by a research programme which has now published a digest of its findings in *Film, Video and Television: A Training Guide*. This publication, targeted at young people who know little about the industry, is available from Marie Mallon (Research Officer) of NEMDC free of charge. The training centre's recruitment policy reflects the needs of women and ethnic minorities and does not demand conventional academic qualifications from applicants. Essentially, criteria revolve around demonstrable media literacy and a commitment to both the film and video industry and the region itself. Though the courses are fundamentally practical, they retain a critical and educational dimension and time is allocated to historical and theoretical aspects of image making.

The third element of the council's work is distribution and marketing. Primo Video Distribution has the task of fostering the growth of sales both in the North East and beyond. It aims to build the audiences which form the bedrock of industrial development. It is already involved in marketing teaching packages (tapes and teachers' notes). Primo's latest, launched this month, focuses on the regional economy. It offers teachers from a wide variety of disciplines curriculum materials, including programmes on the arrival of Japanese industry in the North East, the decline of traditional local industries like shipbuilding, and the marketing of Northumbrian to commercial investors. It offers media teachers in particular an opportunity to examine images of the region which are often contradictory but always revealing. Primo also has plans to distribute through schools examples of schools' work, in order to encourage wider participation.

For education in the region the establishment of NEMDC has been a significant development. I.E.A.s, like other institutions, have a range of audio visual needs. Video offers a way of relating schools to their local communities and vice versa, and NEMDC is actively building relationships on several fronts. For media studies teachers, the initiative has provided a considerable boost. With the emergence of the new vocationalism in the curriculum, teachers in the North East have a range of persuasive arguments about the legitimacy of their subject both educational and vocational grounds. There are compelling reasons for curriculum re-organisation to include media studies, and despite the rather ominous look of the National Curriculum proposals, the tide will be difficult to turn back, for here we have industrial development which is fundamentally committed to media education.

NEMDC is at Norden House, 41 Stowell Street, Newcastle upon Tyne. Ben Moore is media education teacher advisor in Newcastle, and a member of the NEMDC.

The videos in Primo's new pack, *New Jobs for Old*, can be hired or bought individually for £13 and £48 respectively. The complete course can be bought for the discounted price of £220 (£26 hire) for a limited period.

Banking on the Beeb

For many of us in the South East, tuning transients to the local radio stations serving our area was the only way to find out what was happening and when we would get our power back on after last month's hurricane. But it's no ill wind that blows no one any good, and one unexpected bonus of that awful weekend was our introduction to the wealth of material broadcast by BBC local radio.

It's certainly not all pop and parish pump gossip. Indeed, since the beginning of this year, all 32 of the BBC's local stations have been beefing up their documentary and current affairs output, courtesy of a unique collaboration between the local radio network and the continuing education department at Broadcasting House.

The BBC Bank is exactly what its name suggests, a centrally-produced written material for local audio and use in their own ways. Its director Simon Major calls it "an extra dose of fibre, a dollop of quality speech material with an educational edge which we make available to the stations".

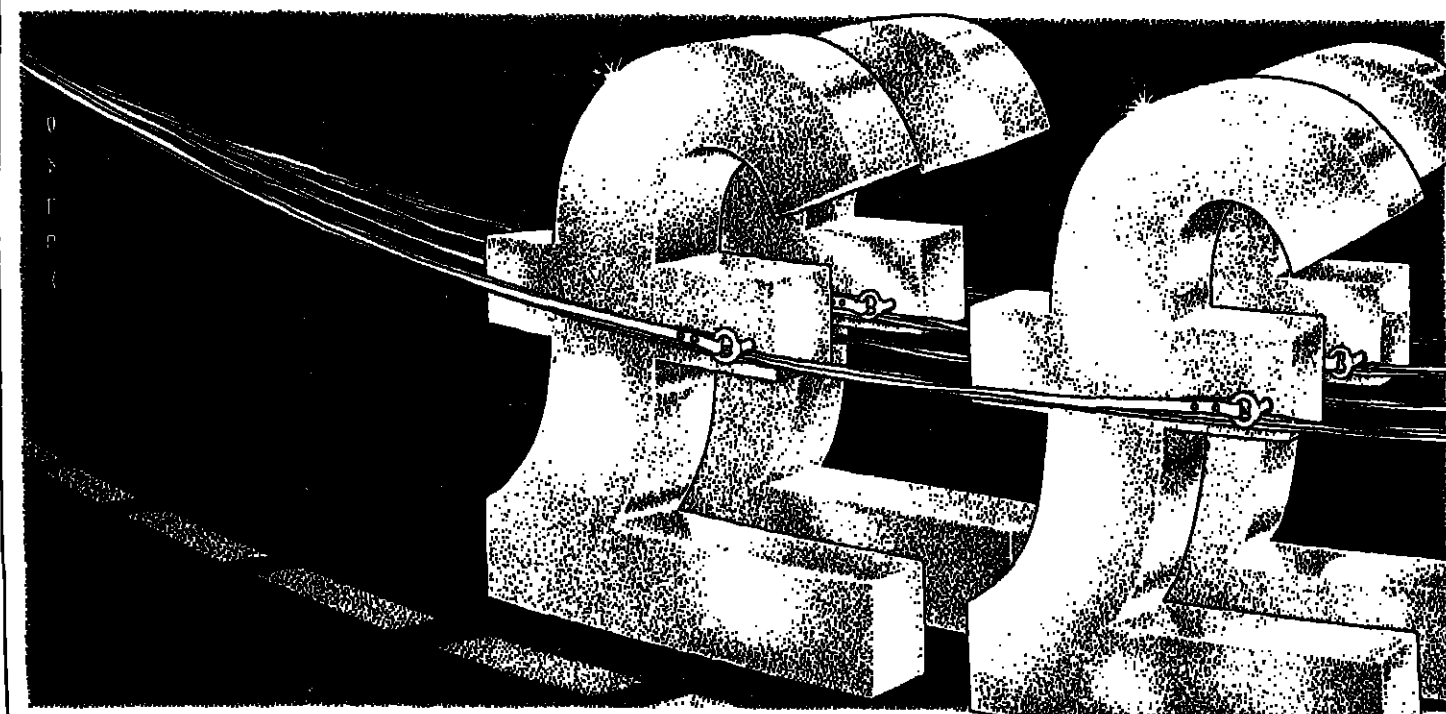
For all the world like teachers visiting a resource centre, local station producers receive what the BBC calls a "kit". This includes specially-recorded interviews and talks, background material, and information for inclusion in listener's packs on one specific topic. From that kit, the producers are encouraged to construct a skeleton programme, and then flesh it out with their own presenters and local experts to give the final product a local flavour.

Few have been able to refuse the challenge. Already, Bank-based programmes have proved outstandingly successful in areas as far apart as Cornwall and Cumbria. The first on Aids - arrived at exactly the time when the public was first worried. "It was pure coincidence," recalls Simon Major, "but it did rather establish us. Since then we've done at least half a dozen more with a topical appeal. There was one on secrecy, everything from doctors' notes to *Spycatcher* and the Official Secrets Act."

Others have opened up issues as diverse as boxing and the problems of the elderly, food additives and the driving test. Down at the grass roots, they are all important topics. Simon Major knows this and is not at all worried by a total lack of critical recognition. Quite rightly he works by different criteria. He knows that, on average, 26 or 27 of the 32 BBC local stations use each of his kits. Already, he has come to regard a take-up of only 23 as distinctly disappointing.

HUGH DAVID

Governors & Governing



MONEY, MONEY, MONEY

Felicity Taylor examines the sources of school funding, and where it goes

It is not surprising that many governors, faced with the complexities of I.E.A. budgeting procedures, RSG capital spending controls, and all the accompanying financial jargon, are tempted to surrender, and let the head get on with it. But if a governing body is to take seriously its job of overseeing the conduct and curriculum of the school, it cannot afford to ignore the finance. It is not possible to divorce the aims and objectives of the school from considerations about how resources are to be allocated and where the money is to come from.

That doesn't mean that you have to be an expert in the intricacies of local government finance. You need to understand what the practical effects of ratecapping, annual budgeting, local financial management are, not how they are decided. It's enough to know that local rates may pay for about 60 per cent of local spending, the rest being made up by government grant (though when the poll tax is introduced in 1990 it will only account for about 25 per cent of spending, since the business rate will be centrally determined). So the Government can influence the level of spending by the amount of the grant it is prepared to give, and by preventing local authorities from putting up the rates. The Department of Education and Science, can control capital spending on land, buildings, vehicles, plant and major items of equipment.

L.E.A. BUDGETS

Every year, a local authority has to decide how much to spend on education, which as the largest service takes the lion's share of the total budget. Discussions begin each autumn, and should be completed by the beginning of the new financial year in April. The local education authority will then know how much to spend on its schools and colleges. Governors may find it hard to understand that although I.E.A.s administer huge sums of money, it is all earmarked in the budget, and it may not be possible to find even small amounts for new projects not budgeted for.

Schools get resources in six main ways (voluntary schools, although maintained by the I.E.A., receive their resources in a different way):

- Central services** An authority has a wide range of support services for schools, including teachers' centres, local inspectors/advisers, educational welfare officers, careers advisers, psychologists and the meals service. The support given will depend on the needs of a school as perceived against the needs of all other schools.

Staff The cost of staffing accounts for about 60 per cent of a I.E.A.'s budget, at least three quarters of that being on teaching staff paid on national scales. In 1986 the average teaching post in a primary school cost £10,000 and in a secondary, £11,400. Support staff are paid on local government scales. A full-time clerical assistant may cost £5,000, a laboratory technician £6,500 and a classroom helper £4,500. Teachers are usually allocated according to the number of pupils on the basis of the I.E.A.'s pupil/teacher ratio. These vary widely but the national average is around 22:1 for primary schools and 15:1 for secondary. Non-teaching (support) staff are allocated to a I.E.A.'s own formula.

Buildings The I.E.A. has to provide and maintain the buildings and grounds. 1 Maintenance and repairs. Regular maintenance work is carried out on a continuous rolling programme, school by school, and paid for out of the I.E.A. central budget. The school caretaker can usually carry out minor repairs. 2 Capital projects - major and minor works. A programme of works is drawn up each year by the I.E.A. from requests submitted by schools although there is often not enough money to pay for even priority projects. Capital or school allowance. The 1984/85 (latest) estimates showed that the average allowance (books and equipment only) for English and Welsh schools was £23.50 for a primary pupil and £42.50 for a secondary pupil.

The 1986 Act gives governing bodies discretion over books, equipment and stationery if they consult with the head teacher and comply with I.E.A. conditions. Governors can delegate some or all of their powers over the school allowance to the head teacher. There will be a sum of money allocated to cover items of expenditure other than for books, equipment and stationery and I.E.A.s will vary in the amount of discretion they allow, including "virement", the power to switch money from one heading to another. Most small equipment, including computers, is purchased by schools out of the school or capital allowance. Major items of furniture and equipment are allocated by the education office out of the capital budget. Money raised by the school.

1 School fund. This fund, sometimes known as the "voluntary fund", consists of money raised at school fetes, raffles, etc., which is used to buy items not normally provided by the I.E.A. It is under the direction of the head who is also responsible for banking and security, scrutinizing the accounts and the annual written report to the governors. The accounts may be audited by the I.E.A.

2 PTA funds. Parent-Teacher Association or School Association funds should be kept separate from the School Fund as heads and governors have no right to control the money. Some PTAs or SAs make donations to the School Fund but this is not obligatory. **Index of disadvantage.** Some I.E.A.s give extra money to schools with exceptional disadvantages. These are measured in various ways and take into account the proportion of pupils from non-English-speaking homes, eligible for free meals, from large families, from one parent families, or with disturbed behaviour, etc.

WHAT THE GOVERNORS CAN DO

Once the 1986 Act is fully implemented it will be easier for governors to know how much is being spent on their school, as the I.E.A. will have to give them a full breakdown of day-to-day running costs and capital spending. They will be in a better position to assess whether the school is making good use of its resources. But they must understand the school's policies, and have been in discussion about the school's aims and objectives.

When considering priorities the governing body should find out if any proposals put to them have been widely discussed in the school. Have the whole staff had an opportunity to contribute and comment, or is this just the province of the head and a few senior staff? Some subjects have more clout than others, less prestigious subjects may need care and protection.

Buildings and maintenance are a constant source of trouble. The governors' role is usually limited to alerting the I.E.A. as to what needs doing, and sometimes problems can drag on for years. If a school is lucky enough to get sanction for a building project, governors must ensure they are consulted before irrevocable planning decisions are taken. It helps if there is a "time" architect to interpret the plans.

If the problems are inadequate funding from the I.E.A. you must begin to campaign early, before any budget decisions have been taken. The more carefully rehearsed and prepared your case, the better chance you have of succeeding, especially if you can relate the improvement you want to your local or national policies.

Paradoxically, although heads have traditionally been reluctant to involve governors in decisions about finance, it is an area where they can benefit from the expertise within the governing body, and in the public support governors can give. An informed body of governor and parental opinion is a powerful political lever that schools are beginning to recognize and appreciate.

- ☐ Curriculum: legal obligations **Week 1**
- ☐ Governors & the Education Acts
- ☐ Scotland
- ☐ Ted Wragg's comment
- ☐ Fact file
- ☐ Curriculum context **Week 2**
- ☐ Police
- ☐ Sex education
- ☐ On being a governor
- ☐ Case study
- ☐ Ted Wragg ☐ Fact file
- ☐ Pupil discipline: do's and don'ts **Week 3**
- ☐ Staff: appointments, disappointments
- ☐ Case study ☐ Ted Wragg
- ☐ A governor's view
- ☐ Ethnic & parent governors **Week 4**
- ☐ Relationships
- ☐ Welsh woes
- ☐ Case study
- ☐ Ted Wragg
- ☐ Fact file
- ☐ Finance **Week 5**
- ☐ Voluntary aided schools
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- ☐ Opting out
- ☐ Letter to a new parent governor
- ☐ Case study
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- ☐ Training: a governor's needs
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- ☐ Case study
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- ☐ Primary matters
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A call to account

LFM

Brian Knight offers an itemised guide to school finance and its future under the proposed legislation

A school is like a business. A primary school with 100 pupils will have plant worth over £150,000, and running costs of about £100,000 per annum; a 1,200 strong comprehensive, £3,000,000 and £1,500,000 per annum.

Governors are like a board of directors. They now receive from the I.e.a. an annual statement of their school's costs. Sometime in the next few years they will be responsible for most of the school's finance. The headteacher can be compared to a managing director, the professional responsible for guidance to the board, long-term planning and day-to-day operation. The I.e.a. perhaps can be seen as the parent company, directing strategy, allocating funds, offering advice and monitoring performance.

All this is new. Previously most maintained schools had little idea of their costs. Indeed I.e.s have not kept separate records on schools. This shift may be confusing for governors – but it will be equally new to headteachers, and even to I.e.a. officers. So there may be initial alarm and confusion.

Yet there is really nothing too complicated

about a school's finances or the skills needed to manage them. Common sense goes a long way. Although schools vary in type and particularly in size, their general cost structures are similar. They are, of course, labour-intensive – over 50% of a school's costs lie in teachers' salaries, and about 70% in all salaries.

EXPENDITURE

The figures below are made up from the average of I.e.s. statistics from CIPFA (Chartered Institute of Public Finance and Accountancy) *Education Statistics, Estimates 1986-87*. No school in the country will fit them exactly, but they do give an average picture, and can be projected for any size of school.

As the CIPFA format isn't designed for projecting school costs I have modified it. I have included items like I.e.a. overheads, debt charges, school meals and free meals which are normally separated, because common sense suggests that these are all part of total costs. Items marked * have been apportioned between primary and secondary pupils. The letters on the left refer to the notes.

INCOME

At present, funds are either allocated in kind – so many teachers, so many non-teaching staff – or kept centrally under budget heads to meet expenditure. Often the only funds allocated to a school will be capital and windfalls from central funds. But with local financial management, (LFM), schools will receive the bulk of their funds as an allocation.

Schools often gain 'income' from materials for practical work, payments for visits, or sometimes payments for examination fees ('retakes'), or entries above a minimum. At

the moment charges for activities like music tuition or swimming are illegal, but this is likely to change. Extras like trips abroad and camps have usually been paid for by parents.

Voluntary contributions are of growing importance. They come from the usual fund-raising, but also extend to 'enrichment' covenant schemes. Some schools have raised £50,000 working capital for extra activities in this way. Sponsorship by industry and commerce is also growing, from sports shirts to computers.

The biggest sponsor of all is the MSC, whose TVEI (Technical and Vocational Education Initiative) programme has put substantial funds into some schools. The TVEI extension programme will extend this, though more thinly, to all secondary schools. Smaller educational support grants from the DES for special projects can also benefit a school.

Capital contributions are more likely to come from district councils, community organizations, or the Sports Council, for enhancing sports or arts facilities, usually in a 'joint use' form.

REGULATIONS

Many are technical. But some lay down principles – dividing lines between I.e.a. and school, definitions etc. – which are important. Sometimes they are downright silly – not allowing an unspent balance to be carried over to next year, for example. Some I.e.s allow virement, e.g. from unspent staffing or fuel savings to textbooks, while others do not. But much of this will change, quickly and for the better. There will also be regulations excluding governors from school business in which they have a financial interest.

THE FUTURE

It takes time to understand a school's finances. For example the table of average school costs below looks fairly obvious. But closer study throws up questions. Why are educational support salaries proportionately more in primary schools? How is fuel/light/cleaning/water subdivided? Where are lunch-time supervision costs? So this leads to a need for detailed 'disaggregated' information, but still aggregated under broad headings to show the wood through the trees. But it will be some years before most I.e.s can provide this. So there will need to be enquiries – into the telephone system, or energy saving, or school meals.

Soon governors will find that changes are possible which, while only affecting 2% or 3% of the budget, still make a big difference at the chalk face. Governors can then become more analytical – looking at fixed and variable costs for example (important if rolls are falling), or even subject costs, or modelling alternatives.

But after that, the school budget may seem depressingly rigid. Councillor A. Phillips may rant "Expensive Art lessons should be abolished!" – but he won't save any money, because the children still have to fill their day with another subject, probably with similar teaching, premises and overhead costs. As I have suggested elsewhere "A school is a cost-accountant's nightmare: a labour-intensive, non-profit-making service organization, with ill-defined objectives, with unquantifiable outputs and ill-costed inputs, a straitjacket of constraints and with an arthritic lack of flexibility in buildings and staff."

So governors and heads will come to see that the whole system needs loosening – regulations on the school day and year, pupil attendance, meals, transport, charges. And by then, new educational technology will be transforming the learning process anyway. Now that will be really exciting.

FURTHER HELP

Information

On other schools costs, very little yet. But try asking the I.e.a. for I.e.s. finances, see the published budget estimates in public libraries or from the I.e.a. For comparisons of I.e.s. expenditure see CIPFA Annual Education Statistics (Estimates), from 3 Robert Street, London, WC2N 6BH (but about £25.)

Books

Knight, B. A. A. 'Managing School Finance' (Heinemann Educational Books, 1983) deals with school finance in greater detail, with some of the principles.

Downes, P. (ed) 'School Financial Management' (Basil Blackwell, forthcoming 1988) will deal with the broad field of local financial management.

Audi Commission 'Obtaining Better Value in Education: Aspects of Non-Teaching Costs in Secondary Schools', (HMSO 1984) has good technical information on maintenance and cleaning.

Derek R. 'School Budget – It's Your Money: It's Your Business' (National Committee for Citizens in Education, Suite 410, Wilde Lake Village, Columbia, Maryland, 1979) for the U.S. view.

Brian A.A. Knight is honorary research fellow in the University of Essex School of Education & author of 'Managing School Finance' (Heinemann's Educational Books). He was formerly head of a Somerset comprehensive school.

QUESTION & ANSWER

The parent governors in my school wanted to put out a newsletter for parents about what the governing body was doing. The head refused to allow this. Do heads have the right to prevent governors from communicating with parents?

Of course heads can't forbid governors from communication with parents, but they can make it very difficult if they choose, simply by refusing to allow governors to distribute their material through school channels i.e. pupil post. Let us hope no head would want to prevent this without good reason and that there has been some misunderstanding of what was intended.

Two points are likely to worry heads. First, the problem of confidentiality. Items discussed at the governors' meeting which have been deemed confidential may not be revealed to outsiders, however interested they may be in the outcome. Governors may sometimes feel that too many items come under this heading. It is up to each governing body to decide for themselves what is confidential, and what is not, apart from items involving named individuals, which should always be kept private. It is best to do this at the start of the meeting so that everyone is quite clear what has been decided.

Second, heads may be concerned that something is included in such a newsletter that gives parents the wrong impression, or causes unnecessary concern. This is very simply resolved by inviting the head to see the copy before it is printed, so that any difficulties of this kind can be ironed out. It would only be common courtesy, in any case, to consult a head before sending anything out to parents.

If a head is still unwilling to cooperate, the matter should be placed on the agenda of the next governors' meeting and advice sought from the I.e.a. All recent legislation lays great stress on the need to keep parents informed. Given all the safeguards, a head would be hard put to it to justify outright refusal.

Felicity Taylor

Summing up

LFM

Peter Downes explores the pitfalls and pleasures in the light of the Cambridgeshire experience.

The Government's intention of giving greater financial autonomy to schools will cause a significant expansion of the role of governors. The preamble to the consultation paper specifies that the responsibility be given to governors rather than to heads, although the rest of the document clearly implies a partnership between governors, head and staff in the allocation of financial resources within individual schools.

Although the National Association of Governors and Managers officially welcomes this development, a number of anxieties have been expressed at grass-roots level.

1. Will all governors of secondary schools and larger primary schools have the expertise to handle this sphere of responsibility?
2. Will they be willing to take on this expanded role beyond that expected of them when they allowed themselves to be elected as governors?
3. Will it make it more difficult to recruit governors for schools, if financial responsibility increases the number of meetings quite apart from the expertise required?

The general experience in Cambridgeshire, where seven schools have been operating local financial management since 1982 and where all the 46 secondary schools and a further 10 primaries have been drawn into the scheme this year, suggests that these fears are groundless.

1. It is not necessary for all the governors to become financial experts overnight. Two or three can take on some of the specialised work involved, presenting the main issues and recommendations to the full governing body.

Many, probably most, governing bodies have people from the world of industry and commerce, familiar with balance-sheets and accounting procedures, but it is not essential. The main role of the governors is to see that management decisions recommended by the head and staff have been thoroughly discussed and thought through.

2. Governing bodies have welcomed this opportunity to become involved in the management of the school because, along with the heads and the majority of the staff, they have seen the advantages that LFM can bring: flexibility to meet specific needs, reduction in bureaucratic delays, incentives to make sensible economies in order to re-apply resources 'saved' in more effective ways.

3. Far from a deterrent to recruitment of governors, LFM appears to have increased willingness to stand for election as parent governors because they realise that there is a worthwhile management contribution to be made. For too long governors have argued about educational matters in isolation from the resource implications. LFM brings education, management and resources into the same arena.

Some I.e.s. elected members whose influence on individual schools will be reduced by the current Education Bill, have expressed the fear that LFM will create a new breed of governors – the semi-professional, or those whose personal circumstances allow them to attend lots of meetings, or the politically motivated. It is difficult to foresee whether these worries have substance. I hope that schools will continue to be governed by the 'committed laity', people of wisdom and experience who, while bringing their own distinctive contribution, will monitor and support the work of professionals they have appointed.

How might governors be involved? It is interesting that, although all seven pilot schools set up a consultation procedure involving governors and staff, no two schools produced an identical scheme. This reflects the individuality which is an essential to LFM. My view is that a structure should be devised enabling staff and governor representatives to be personally involved in the discussions leading to budgetary recommendations.

At Hinchingsbrooke School, for example, we now have a financial management committee of 10: five governors, including a parent and a teacher, four directly elected members of the teaching staff (voted for by all teaching staff on a single transferable vote system irrespective of union affiliation) and a directly elected member of the non-teaching staff. To these are added, ex officio, the head, deputy head, clerk to the governors. This committee's main function is to scrutinise the draft budget, examine the cost of alternatives proposed, consult staff on options and priorities and, eventually, to produce an agreed recommendation to the full governing body.

Since the ultimate responsibility lies with the governors as a whole and not with a sub-committee, they could send back the recommendation for re-examination. So far, this has not been necessary. The important feature of this structure is that, while all the governors are made aware of the major issues, some of the governors have been directly involved in the nitty-gritty of negotiation and bargaining which is one of the healthy features of local financial management. Governing bodies in the independent sector have long experience of financial management, with the crucial difference that they have the power to determine what the school's income will be. In the state sector, once the initial novelty of allocating resources has worn off, governors may start to ask pertinent questions about how resources are distributed and why the sums available are so small. One of the greatest merits of LFM is that it has brought finance out of the closet and made it available to the full scrutiny of a large body of concerned people.

Some critics of LFM have said that it is a manoeuvre by central government to transfer the problem for under-funding to heads and governors. If this really is part of the Government's strategy, it may misfire for them. Once teachers, governors and parents really know what it costs to run a school, in precise detail, local and national politicians will find themselves under pressure to find more resources. The pressure will be all the more intense for being well-informed.

The customary dismissal made by politicians – "they're always asking for more" – will no longer be acceptable to governors and, through them, to the electorate. Transferring financial responsibility to individual schools is not going to make life easier for low-spending councils and governments. Pressure on them to make satisfactory provision will be increased and the main force for change will be governors, provided they realise that they must not only look inward at the schools for which they are responsible but outward at those who decided the level of investment in our education system.

Governors operating in that curious hybrid of the British educational system, the voluntary controlled school, already have some experience of managing finance. More often than not, they have a link with a charitable trust which produces an income to be allocated for the benefit of individual pupils or the whole school. They have come to terms with the paraphernalia of balance sheets and problems of financial decision-making.

The scope of governors in an LFM scheme is far wider than anything experienced by the governors of voluntary controlled schools but we can take reassurance that it is possible to recruit governors with the ability and knowledge to make sense of financial matters with conscientiousness and integrity. There will need to be training and some increase in administrative and computing resources at school level. I hope that governors will regard LFM as a development to be welcomed and approached in a positive frame of mind.

It may be difficult to do so when imposed by a Government whose educational philosophy you may distrust but it would be foolish to dismiss LFM because of political views. When it is operated efficiently in genuine partnership between I.e.s. and schools, local financial management leads to greater openness and accountability, gives governors and teachers a fuller understanding of how schools operate and ultimately enables governors to be really responsible for the schools they govern.

Peter Downes is head of Hinchingsbrooke School, an 11-18 comprehensive, voluntary controlled school in Huntingdon, Cambridgeshire. He is writing a book on school financial management, to be published by Basil Blackwell.

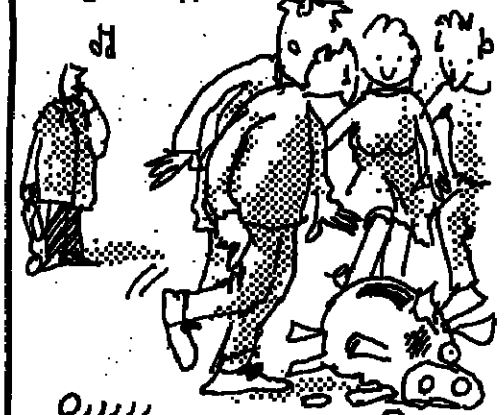
Cash conflict

CASE STUDY

This is one of a series of training exercises devised by Joan Sallis to give governors practice in looking at the sort of problems which crop up often. They can be used in formal or informal training sessions. Suggested solutions will appear next week.

At Leafy Lane Junior School there is just one thing threatening good relationships, and that is secrecy over spending. The head teacher is a kind, hard-working man of the old-fashioned type. He likes to keep a very personal hand in all decisions involving money. He tries hard to give a favourable reply, within the school's means, to every staff member who puts up a good case for new maths equipment, English texts, renewals of games equipment, science materials, or costumes for the school play. But staff never know the basis on which decisions have been made, how much the school gets to spend, how much has been authorised and how much remains. There is a lot of muttering about this, which reaches the governors through the teacher governor's off-the-record grumblings. The head believes that once you have to give reasons for every decision, it opens the way to argument and feelings of injustice. Needless to say the governors never discuss money.

The PTA are not very happy either. They raise sums almost equaling the school's capitation, and have sometimes made suggestions about their priorities for its use, but the head feels that this extra money gives him valuable opportunities to make good deficiencies and to accede to the requests of staff members who might otherwise have been disappointed. Now a small group of parents have become very stubborn, and are suggesting that all fund-raising be dropped.



Arms control

Last week's case study highlighted the problems of offensive weapons in the school and how staff responsibilities may infringe a pupil's rights.

Like me you may suspect that Patrick was being pressed for protection money and was frightened to tell the truth, and you may also suspect that he was framed. We shall never know.

A pupil's pockets should not be searched, nor should he be interviewed by police on school premises, without his parents being given a chance to be present. The school does not seem to have taken great trouble to get his side of the story or to investigate others who may be implicated. Patrick's parents should have been informed at once of the reasons for the suspension and its likely duration. This would be legally required under the 1986 Act. Governors should also be informed under the Act if the suspension led to more than five days' absence in any one term or to missing any public examination.

Whether GCSE course work counts as a public examination has yet to be tested. The 1986 Act, or rather the regulations made under it, would allow a pupil governor and a teacher governor who were involved in a disciplinary incident as accused, accuser or witness, to be asked to leave the meeting. All parties, however, must be given an opportunity at some stage to put their case to the governors.

Governors of a voluntary aided school may authorise the permanent exclusion, or require the reinstatement, of a pupil. Under the 1986 Act, however, the parents have a right of appeal against permanent exclusion to an independent tribunal.

Governors & Governing

Voluntary obligations

VOLUNTARY AIDED

Jane Arden offers advice on organization and fund-raising to meet responsibilities

Nearly one in five maintained schools in England are voluntary aided and represent a significant partnership between central and local government and voluntary agencies. Most governing bodies of VA schools raise funds to cover five areas of need: maintenance, improvements to buildings, insurance, equipment and extra-curricular activities. Governors of voluntary controlled and county schools do not have to provide the first three of these. Local education authorities provide basic equipment to all schools but governors increasingly feel the need to supplement this.

VA governors provide fifteen per cent of the exterior maintenance costs, fifteen per cent of improvements and new building and insurance. VA governing bodies appoint all staff other than catering and welfare, are responsible for the curriculum and have the final say in matters concerning admissions, discipline and the running of the school, (subject to the normal right of appeal to the courts). Ninety-eight per cent of the 4,416 VA schools are Roman Catholic or Church of England. Some are joint Methodist/Anglican or Catholic/Anglican schools, others belong to Methodists, Jews, and individual foundations. There is considerable variety in the ways governing bodies and dioceses organize their financial responsibilities.

All VA schools began life with a Trust Deed describing the site, aims of the school and naming trustees, usually by the office held, for example, vicar, churchwarden or diocesan Board of Education. Trustees may or may not be members of the school governing body. To provide continuity and avoid complications of conflicting local interests, it is usually best for the diocesan or central body to be custodial trustees and the governing body to be managing trustees. This results in the governing body being responsible for management of the school and the central body protecting long term educational interests.

There is nothing quite so wearing for staff, pupils and governors as a continually dripping flat-roof and the builders' efforts to discover the source of the drip. Maintenance of the building and raising the funds are apt to absorb a disproportionate amount of governors' agendas. Wise governing bodies now leave building and finance sub-committees to look after this work.

Much time is spent trying to agree on I.e.a. and governor liability. The I.e.a. is responsible for catering and medical provision, cleaning of gutters and drains, maintenance of grounds and fences, maintenance of the inside of the building. But what happens when a hall is used both for teaching and eating and a new roof is needed? The DES is the main arbiter, a final decision resting with the courts. To shorten these liability discussions, it is essential to hold them before any work is done on site; it is helpful to have a good working relationship with officers of the I.e.a. Much paper work is done, reaching agreements with surveyors, architects and claiming grants.

Some dioceses run insurance type schemes to assist with maintenance, governors paying an annually agreed sum and the diocese paying for and administering all maintenance work. In other dioceses, governing bodies undertake all administration of their school's maintenance and in some, the diocese assumes responsibility for maintenance costs over an agreed figure.

The 1981 School Premises Regulations give minimum building and recreation areas required to be met by September 1991 and this target date has not been revised. With the depressing reduction in grant aid for capital projects over the past years and the obvious cost of new initiatives being proposed, it will be

surprising if the next three years see the dramatic increase in grants needed to meet the deadline. But it is important for governors to know if their school meets minimum requirements. A form for assessing this is available from the London Diocesan Board for Schools - s.a.e. please.

Grant aid for improvements falls into three categories. Under £2,500, applications can be made at any time and if rejected, can be re-submitted after three months. Improvements classed as minor have a building costs ceiling of £120,000, excluding fees and VAT. Major improvements are over £120,000. Grant applications for minor and major improvements may be made only once a year and proceed via the diocese to the I.e.a. and DES. Normally applications have to be with the I.e.a. in July and the DES makes a Christmas present issue of projects at the end of December. Work receiving government grant is known as *On Programme*. If a governing body is able to meet the cost of a project without DES grant, this is termed *Off Programme* and may be undertaken at any time but still requires DES, I.e.a. and diocesan approval.

It is essential that governing bodies take out three types of insurance cover - public liability, employer's liability and fire and perils for the parts of the buildings for which they are liable. A fourth policy to be recommended is legal expenses, providing cover for employment matters such as those arising from the Race Relations or Sex Discrimination Acts. The use of a broker to advise on insurance is recommended.

How do governors raise funds to meet these and other responsibilities? There is a limited catchment of people and if an enthusiastic Friends and/or Parent Teacher Association is holding monthly functions to raise funds for computers, curtains and minibuses, there may be little left over for the governors' needs. Governors should work with fundraisers and try to ensure they are aware of the cost of the legal commitments to maintain the building and provide insurance cover, and reach agreement concerning allocation of proceeds.

In many areas convenancing is well worth encouraging, even though recent legislation results in only 37p being added to every pound instead of the previous 43p - a fourteen per cent cut. If local facilities are limited, letting the school hall can be a source of income. Turning the pages of *The Directory of Grant Making Trusts* sometimes produces a favourable response. The DES makes loans to VA governing bodies under Section 105(1) with the same interest rate as that fixed by the Treasury for loans to local authorities. Of the many types of sponsoring, the one I like best is a silence for infants, with 2p for every golden minute.



Jane Arden is schools officer of the London Diocesan Board of Education.



Cashing in on autonomy

Ted Wragg

Money may well make the world go round, in the words of the popular song, but there's nothing like a significant lack of it for causing aggravation, anxiety and depression. The greater involvement of heads and governors in the finances of the whole school, not just the relatively small lumps of disposable income, will cause some benefits and not a few sleepless nights. Governors with any sense will sign up a member of the Rothschild family or at least a friendly local bank manager amongst their number, though ever since that "Bank Manager in your cupboard" advertising campaign a few years ago, I have kept my wardrobe locked hoping ours will suffocate.

Since most of us are used only to managing or mismanaging our own domestic finances, the shock of having to take an interest in a much larger operation may be about point 6 on the Richter Scale. Even quite a modestly sized primary school can cost £100,000 a year to run, and our largest secondary schools cost well over £1,000,000 per annum.

Consider, then just some of the issues on which governors may be asked to comment or advise if schools are given complete jurisdiction over the total budget, not just the money for books and equipment. Take, for example, the matter of choices. In a cash limits economy, where it is not possible to obtain extra funds for every contingency, hard decisions must be made.

For the sum of £1,000 a school might: hire a supply teacher for three weeks, or employ a part-time clerk/secretary for a day a week all year; or replace a very small boiler, or buy a video camera, or purchase 300 budget priced booklets or books, or acquire a key GCSE book in one subject for 100 pupils, or mend a very modestly sized stretch of leaking roof, or send two teachers on a one week course with supply cover, or buy in specialist instrumental music teaching or games coaching for one morning each week. All of these are worthy causes; some will be inescapable expenditure, but only one may be affordable at any particular time.

Involving governors more fully in the finances of the school will significantly extend what has been the position up to now, where most governing bodies have had little contact with anything other than matters like the use of

the School Fund and income from letting the premises to outsiders. Head teachers' organizations are pressing, not only for proper financial training for heads and senior staff, but also for the appointment of a bursar or finance officer in larger schools. Though governors are unlikely to be put in jug if the school runs into financial difficulties, they too will need access to such professional advice if their interest in financial matters is to grow, and it will be imperative for such an officer to attend governors' meetings, if only for the financial items.

The gains of greater financial autonomy for schools could be significant. Being on the open market for purchases and services instead of being tied to the local authority as provider could produce the savings which result from competition and shopping around. Governors who own or hold shares in certain local businesses, of course, may on occasions have to declare an interest and leave the meeting; there is discussion of expenditure on goods and services which they might provide. Otherwise they would be open to charges of corruption.

On the other hand there is an economy of scale which individuals are not able to match. A county or city supplies department buying thousands of books, cassette recorders, reams of paper, light bulbs or pots of paint, will be able to obtain huge discounts of perhaps 30 or 40 per cent for its bulk purchases. Individual one-off shoppers might qualify for a small percentage off for cash.

One thorny matter which governors will increasingly face is that of parental charges, fund-raising and appeals. One of the consequences of having a greater say in the distribution of cash is that one also acquires a great obligation to raise more of it. The Government is preparing to introduce limited charging for what are sometimes deemed "extras", such as individual music tuition.

It is unlikely that any very clear definition of what is "basic" and what is "extra" will be available following this unscrupulous of the 1944 Education Act which decreed that education should be free. Governors may well be asked to arbitrate if parents complain about charges which appear to be on the borderline.

The greatest anguish, however, may be experienced by governors of schools in poor areas or where there is high unemployment. Raising extra cash is not too difficult in a stockbroker belt or near rich industrial centres, but in the down-at-heel parts of Britain it is a complete non-starter.

One has only to watch the credits at the end of any film or television programme to realize that very few women are employed in technical or production areas in broadcasting or the cinema. Over the years the industry has discriminated against women, often quite openly. But now we have the opportunity of changing all that - and whether or not we succeed could depend on the role played by schools and colleges.

Little more than a decade ago, a BBC spokesman told members of Women in Media that women were unsuitable as newscasters because they lacked authority, consistency and reliability. Such a statement seems laughable now. We have reached the stage where every ITV company, as well as the BBC, advertises itself as an equal opportunities employer and most of the media-related trade unions have appointed women's officers and are campaigning actively for equal rights.

But such support could be eroded by economic pressures, by a social backlash, or by technological advances which might radically alter the nature of the film and television industry - unless women grab these opportunities now.

All the evidence suggests that the more women who apply for jobs in the media, the more are successful. According to Christina Driver of the British Entertainment Trades Alliance, the same percentage of male and female applicants obtain jobs in the BBC. It's just that fewer women apply in the first place. Clearly, we need more, and better qualified, female candidates.

Unfortunately, by the time many women do decide they would like to work in film or television, it is already too late, or it has become more difficult, because of choices made and opportunities missed while still at school, university or college. Part of the problem is that there is a whole range of jobs which schoolgirls never consider because they have no role models. There are many areas of film and TV where women are still rare. For example, there were 1,395 en-



Camera woman



All-woman film crew

Jobs for the girls

ANNE ROSS MUIR

require a grounding in maths and physics or technical subjects. Camera operators, as well as being conscious of the effects of shape and colour, must understand the principles of optics and electronics; art directors must be able to design sets which are not only imaginative but which are actually capable of being built - and that means being able to translate ideas into blueprints which the construction crew can follow.

In fact, many of the academic subjects which individual youngsters might wrongly consider irrelevant are vital to the creative process in film and television. A sense of history is essential for future art directors, costume designers, make-up artists and directors, since they may end up working on

period productions. A thorough grounding in research techniques is necessary for would-be journalists, researchers and writers. Producers and production managers struggling to balance budgets must understand about book-keeping and accountancy. Even humble arithmetic plays a part. If the production assistant on a live news programme adds up the durations of different news stories wrongly, Sue Lawley could find herself cut out in mid-sentence.

Practical and extra-curricular activities are as important as academic subjects when it comes to applying for jobs in the media. Would-be employers and the more prestigious training schemes, such as those offered by the National Film and Television School, require that applicants have prior experience - even at an amateur level - or at least some demonstrable interest in the medium and type of work. Girls who wish to become

In television and film, perhaps more than in any other industry, science and art come together to make a creative vision technically possible and the whole process is one of problem solving.

journalists should begin writing for the school magazine or the local newspaper. Would-be sound recordists should be involved in setting up microphones and mixing tracks for school concerts and local music groups.

In particular, it is vital that young women are not elbowed out of the way in the rush to use video and computer equipment. As television and film technology becomes ever more sophisticated, a knowledge of electronics is becoming essential in many jobs. For example, editing used to be thought of as artistic work, requiring flair rather than technical know-how, and was an area in which women excelled. But with the advent of videotape, more and more television companies are selecting their editors from the ranks of engineers, who are usually male. Thus, if women do not get a grip on the new technology now, we may lose the ground we already hold.

But perhaps more crucial than any of these is the need to instil confidence in young women - to encourage them in the idea that they can be successful in film and television and aspire to the top jobs. A teacher who accomplishes this may achieve more than he or she realizes. The EEC has targeted the media as instrumental in any campaign to end sex discrimination, recognizing that television is watched heavily by children and is the source of news for the majority of adults. If educators can succeed in encouraging more women to obtain jobs in film and television, then they may not only be affecting the lives of individual students, but helping to shape the social attitudes of tomorrow.

Anne Ross Muir is the author of *A Woman's Guide to Jobs in Film and Television* published on November 12 by Pandora Press, price £6.95.

Have you seen this?

Here is an opportunity for teachers and parents to preview some of the programmes which will be seen on ITV Schools during Spring and Summer.

During the week following the final Autumn Term schools broadcasts, ITV Schools will be showing selected previews of a broad range of series scheduled for transmission during the coming Spring and Summer terms.

These programmes will be drawn from series suitable for Infant, Junior, middle and secondary schools and colleges.

The programmes will be broadcast on Channel 4 (S4C in Wales).

Preview times are as follows (approximately).

Monday 30 November Age range: 4 to 11

- 10.30 Time for a story: The King of all the birds
- 10.42 Seeing and doing: Ritchie
- 10.58 Stop, look, listen: Carnival
- 11.10 Picture box: Wes Gills
- 11.27 Science - start here: Plant life
- 11.44 Talk, write... and read: Kit writes

Tuesday 1 December Age range: 8 to 13*

- 10.30 Good health: The great clean-up
- 10.46 Middle English: Nina Bawden
- 11.02 How we used to live: Mini on the Motorway
- 11.23 Search: Matters of fact
- *11.39 Scientific eye: Plants for food
- *Viewers in Scotland (STV and Grampian regions) will see instead
- 11.39 Science matters: Material evidence (Age range 14-16)

Wednesday 2 December Age range: Secondary*

- 10.30 Animals in action: Life along the river (Age range 8-14)*
- *Viewers in Northern Ireland will see instead
- *10.30 Life after school: Be your own boss
- 10.52 The French programme: Vidéotheque: L'individu et la famille
- 11.13 The English programme: Of Mice and Men
- 11.39 Place and people: GCSE geography
- *Please note regional and age range changes at these times.



EXTRA

How is the media studies GCSE working out?

Under examination

ROBIN BUSS

You could almost say that media studies have been waiting for GCSE to liberate them from the straitjacket of formal exams. This is a subject where the emphasis has always been on project work, assignments and group rather than individual effort, and the new Certificate is designed to replace the old formula of written papers examined at one time, with assignment-based assessment spread over the full two years of a course. Despite this, only three of the five new GCSE boards for England and Wales have devised syllabuses for media studies. This is something of a disappointment for teachers who believe that the subject has crucial relevance in contemporary society.

The three boards are the Northern Examining Association (NEA), the Southern Examining Group (SEG) and the Welsh Joint Education Committee (WJEC). The NEA in fact offers two syllabuses, of which only Syllabus A is available for external candidates.

Some schools are already into the second year of GCSE media studies, so it is possible to see how the new courses are developing and to point out some problems teachers are liable to meet. These involve resourcing and organizing courses on which candidates are assessed entirely or mainly on the basis of assignments. The WJEC syllabus is the only one to include a written paper, consisting of questions on a video or audio extract and on print-based material from newspapers, magazines or comics. This written exam carries 40 per cent of the mark. All four syllabuses involve some form of project, which can be done individually or as a member of a group, accounting for between 30 and 46 per cent of the total.

The syllabuses

A number of teachers who have been attracted to media studies have no formal training in the subject, and even those who have followed courses in film studies will find that the syllabuses cover a much wider field and that organizing the course is more likely to involve decisions about what to leave out. Should you study particular concepts (genre, representation, and so on) or concentrate on one or two media? How do you set about project work and who gets their hands on the video camera?

Any teacher of media studies, let alone any teacher intending to enter candidates for the GCSE exam with one of these boards, would be well advised to examine the NEA Syllabus B, with its detailed outline for a course covering media coverage, mediation and representation, institutions, audience, as well as a defined content syllabus which analyses these in relation to film, television, radio, popular

music, newspapers and magazines or comics. In a field where there are very few coursebooks suitable for use at GCSE level, the NEA scheme of work will provide a handy checklist for the design of media studies courses or communications, English and general studies courses which include a media component.

All three boards demand a practical project, in the form of a newspaper, video or tape-slide presentation, or some other piece of work, to be done individually or as part of a group and accompanied by an individual production log. Like the other tests (except for the WJEC written paper) this is assessed by the teacher and externally moderated. This implies close attention to the coursework guidelines and some in-service training for teachers. In the NEA Syllabus B, the project comprises the fifth and sixth modules of the course, the previous four modules (language, mediation/representation, institutions and audience) being progressively weighted to provide feedback over the two years.

Projects

On the face of it, the choice of a video assignment is attractive, but Ian Wall of the NEA Southern Group (and Film Education) warns that some schools have already run into problems. While the boards obviously do not demand a professional standard of work, they do want evidence that the students have been encouraged to explore the potential of the medium, which means more than just setting up the camera and letting it run. Few schools have proper editing facilities or more than one video camera, and organizing its use in a class of 15 or more can be a trying experience. The boards also demand a log recording the candidates' work and this implies a serious analysis of the problems they have encountered and the decisions they had to make. In some places, help and training are available from video workshops; in others, schools would be better advised to choose another option. For instance, in producing a magazine, they could make use of advances in desktop publishing.

Each syllabus starts with a statement of aims and objectives, similar for all three boards, though the NEA alone includes the aims of developing "the four main language skills" and "aesthetic awareness", and specifically requires that students should understand the technical and theoretical terminology of the subject. The WJEC puts greater emphasis on developing a critical stance, including among the aims of its syllabus "to explore, contextualize and question daily experience

of the mass media", where the other two boards are content with more neutral formulations: "to develop a spirit of enquiry" (NEA), or "to foster a critical appreciation" (SEG). The slight difference of emphasis is significant in a field where students are inevitably led to examine how the ideologies of dominant social groups are expressed and perpetuated.

Another difference is that the SEG distinguishes between "mass media" (TV, radio, film, newspapers and magazines) and "fringe media" (pop music, cartoons and comics), while recognizing that "candidates may wish to give some consideration" to the latter. Since the majority of 16-year-olds will be able to draw on "fringe media", the other two boards allow their equal status: popular music programmes comprise one of the specified areas for the 1988 WJEC written paper, and popular music, pop videos and comics figure prominently in both NEA submissions. Perhaps these variations of emphasis, as well as the relatively high priority given to factual knowledge of production processes, are an attempt to reassure teachers, parents and others about the "academic" content of a controversial subject and to situate it in the mainstream of the curriculum. On the other hand, the syllabuses underline the extent to which content of media studies, as a discipline, is being defined and shaped. The WJEC mentions three "areas of study" (representation, production and audiences), while stressing that these are interrelated and not "discrete areas of the subject to be taught to candidates". Its syllabus summarizes the key ideas and themes, and gives examples of content for each. The SEG, the least informative, lists a dozen main themes, while the NEA, already mentioned, supplies a complete course outline.

Challenge

Overall, GCSE should provide conceptual and practical opportunities for a subject which, in the words of the WJEC, "has become firmly established as an important and challenging area of curriculum development" and has "successfully integrated practical work into the process of understanding how the mass media work - how and why they produce meaning". A study of the media helps to develop more general critical awareness and reinforces it in other areas, notably English, social science and history. Moreover, it is a practical component, not necessarily demanding huge resources, usually means working with others to solve problems relevant to life in the world outside school, and it results in a gratifying final product. In short, it fulfils precisely the aims behind the introduction of GCSE.

What's on TV?

Behind and in Front of the Small Screen - Television's Involvement with Family Life
Barrie Gunter and Michael Smevnevig
Independent Broadcasting Authority
£9.50 (paper) and £14.50 (hard) from John Libbey & Co Ltd, 80/84, Bondway, London SW8 3SE.

Much attention has been focused recently on the relationship between television and its audience. A preoccupation with soul-searching and introspection by the broadcasting institutions has produced a range of programmes like *Network* (BBC), *Inside the Box* (Channel 4) and *Watching You Watching Us* (Central TV), which all examined the effect of television upon its audience in different ways.

One of the consistent accusations levelled at television is that it undermines family ties, reduces communication and encourages passivity. Some families claim that when the dreaded "box" is removed, they become more talkative, more imaginative and participate more in group activities.

However, the IBA's survey has

shown that TV actually strengthens family ties by acting as a focal point in the home. *Behind and in Front of the Small Screen: Television's Involvement with Family Life* draws together and evaluates a wide range of recent research on audience behaviour and demonstrates that the notion of television exercising a 1984-type control over an isolated, passive, gullible audience is simply not true. Contrary to early mass communication theory, people do not watch television in catatonic silence, but frequently indulge in a range of activities in front of the screen - talking, arguing, exercising, reading, even sleeping. Furthermore, "What's on television" is a popular topic of conversation within families.

The study also looks at the way in which the values of family life shown in TV drama and soap influence people's perceptions of families in reality. "People who frequently watch soap operas tend to give higher estimates than infrequent soap followers of how many men and women in real life have

mate children", the report demonstrates that, to a certain extent, people believe that TV reflects reality. The effect of TV soaps on the audience, however, is by no means straightforward. People's motivation for viewing (for entertainment, for information or to alleviate loneliness, for instance) will affect the extent to which they relate fictional families with their perception of reality.

IBA research has revealed changing patterns of viewing within families. Over half the households in Britain now have more than one TV set and over half also possess a video recorder. Families claim that video has put them much more flexibly and comfortably over their television viewing. Perhaps, if the current trend for multiple set ownership continues, with eventually each member of the family having their own home entertainment system, the current pattern of communal family viewing may be replaced by the fear of television replacing communication within families.

ANNE NICHOLSON

EXTRA

Enjoy

BOOKS

Teaching Popular Television
By Mike Clarke
£7.95, 0 435 18062 2 Heinemann Educational
Learning the Media
By Manuel Alvarado, Robin Gutch and Tana Wollen
£25.00 (hard), £7.95 (paper), 0 353 30521 3 Macmillan

Mike Clarke states his aim as being "to encourage active interest in television, especially among teachers, and to foster a more widespread and non-guiltily enjoyment of television". To show how popular television can be brought into the classroom, he starts by discussing the various types of programme, from soaps to sport and situation comedy, before dealing with stars and technology, and also the industrial and economic structures which figure prominently in media studies (though they are almost always neglected in the study of literature).

Clearly, in less than 200 pages, he cannot hope to cover all these topics in great depth. He has sensibly chosen to concentrate on a few current examples of each type of programme, to put them in context and, above all, to suggest how teachers can exploit them. Like most people working in the field, he feels the need to defend the use of popular television in the classroom and does not take very much for granted in his readers. The result is a clearly written introduction, packed with ideas and discussion points which will be of value both to media studies specialists and to teachers of related subjects.

Learning the Media is more polemical, particularly in the chapters on class, gender, race, age and audiences. Alvarado, Gutch and Wollen write from an overtly socialist perspective and, from the start, insist on the need to situate the media in the context of institutions. They invite debate and at the same time include many indications of supporting material that teachers can use in teaching particular aspects of the subject.

At times, especially in the chapters on realism and narrative, they may exaggerate to stress a point. For example, in emphasising that all television programmes are "narrated", they describe "the distinction between that designated as 'fiction' and that designated as 'non-fiction'", as "little more than useless"; one might argue that the distinction exists because it has, in fact, been found useful, and that it is more productive, for media education, to analyse the scales of "realism" that children very early acquire to gauge the "truth" of what they see on the screen.

ROBIN BUSS

How to do TV

The Television Programme: How to do Media Education Teaching Pack
By Andy Stamp and Georgia Stone
£14.99, Sheffield Media Association, Central Library, Surrey Street, Sheffield S1 1XZ.

The Television Programme is addressed principally to the student, and has been created for use in colleges, schools, youth centres and community groups. It is published in a ring-binder so that teachers can photocopy individual sheets.

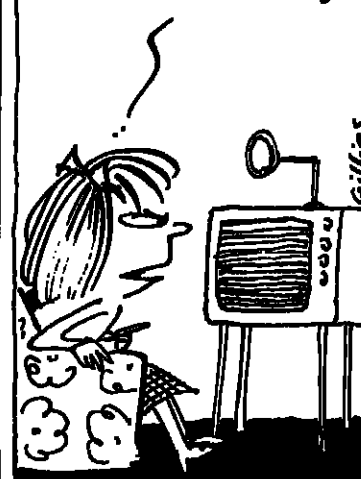
The pack aims to provide a complete resource for television production. There is a user's guide for the teacher, and chapters on planning and preparation. The first of these, with its emphasis on brainstorming and story-writing (the entire pack is somewhat biased in favour of fiction), will be helpful to those working in the non-fictional sector, or within the self-help ethos of TVEI. GCSE teachers, on the other hand, tend to need to set more structured briefs.

My only quarrel with the pack is regarding the rash claim of the subtitle which is echoed in its publicity leaflet: "All you ever wanted to know about media education - but were afraid to ask." Anyone treating this pack as "the answer" will find themselves teaching people to write without

New pressure group formed

In on the ACT

It's time we had a little talk!



PHILIP SIMPSON

When Peggy Charren, president of the American press group, Action for Children's Television, spoke to a conference on television and the family last February, she convinced most participants that a British version of ACT might be a good idea. Since then, a group convened by the British Film Institute has been examining how a British ACT could be set up and what it would do. The group includes an independent producer of children's television programmes, a journalist, researcher, teachers and a representative of the Pre-School Play Groups Association, and almost all are parents. They propose that the British ACT, provisionally called ACTV, should aim to represent the interests of children in relation to television, and to promote public awareness of those interests.

ACTV does not want merely to react to television programmes, whether made specially for children or as part of television's general output, but proposes to find out what children and parents want from television and how they actually use what is available. Research into these topics is not very sophisticated or extensive in Britain; little is known about what children like on television and why, and what research is available is not accessible or useful to parents who want to get the best out of the medium which entertains and educates children for about as many hours as school.

ACTV would have a critical but

positive attitude to television, seeking to sustain and enhance the choice and diversity which British television, unlike that in the US, still offers to adults and, usually, to children. Recent arguments against the emergence of toy-based cartoons for children, for example, are not just an expression of some parents' dismay at consumer-creating and gender stereotyped programmes. They also indicate a concern that cheap films on children's television may drive out other programmes when the BBC and ITV are under greater financial pressure as cable and satellite TV develop dramatically from 1989.

A nationwide network of all those interested in children and television would be created by ACTV, which, through publications, conferences and workshops, would address the television industry, educators and politicians. Access to young people's opinions, through research and through regular meetings, would be an important feature of ACTV's work: at the February conference, contributions from primary and secondary school pupils were particularly cogent and revealing.

All this activity would cost about £30,000 annually. The US ACT is funded by members' subscriptions as well as large donations from industry and charitable foundations, and has a staff of five. The British ACTV will be formally launched at a major conference in late 1988 if the money can be raised by then. The sum of £30,000 seems a lot of money, but a grassroots, non-sectarian organization of the kind proposed could provide a practical and effective response to the current of concern from government, the television industry and parents about children and television.

British Telecom Education Service has produced a number of videos for use in schools aimed at 14-18 year olds. Accompanying these are teachers' guides and students' notes to help viewers get the most from the presentations. They are now available for purchase at £15 each or on free loan.

The Physics of Optical Communications (17 mins)

Glass and light make an unbeatable combination for the digital communications links of tomorrow. Optical fibre technology is all made possible by the practical application of the simple physics of light reflection and refraction. This video demonstrates these scientific principles and shows how they are used in the latest communications network.

Pulse Code Modulation (10 mins)

Today's world of information technology would be impossible without PCM. Although first suggested in 1937 by the British scientist Alec Reeves, it was only when the transistor and, more recently, the microchip became available that PCM became a practical method of

sending information. This interesting video will be useful for all students studying science, electronics and telecommunications subjects.

Satellite Communications (22 mins)

This video looks at the science and technology behind satellite communications from Marconi's pioneering work with radio waves and Arthur C. Clarke's vision of worldwide communications using geostationary satellites - right up to Intelsat VI, which is due to be launched soon.

The video helps students understand the basic science principles involved, and how schools can set up their own educational satellite receiving system. Other topics covered are radio waves, microwaves, aerials and earth station control. This is an enjoyable but informative guide to global satellite communications.

British Telecom Education Service, PO Box 10, Wetherby, West Yorkshire LS23 7EL.

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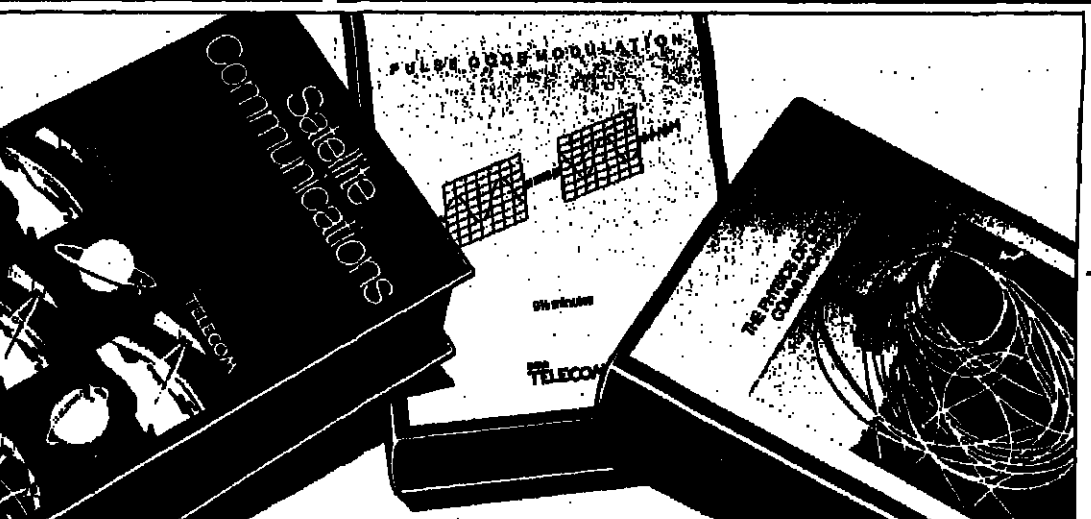
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"WORKING WITH PAYE"

is a new pack from the Inland Revenue Education Service. Based on a 28 minute video written and presented by John Ball, it provides a practical introduction to tax for 14-16 year olds. The first part of the video covers the need for taxation and how the school leaver enters the tax system. The second part demonstrates how the Pay As You Earn system works.

The teacher's guidance notes in the pack enable teachers to adapt the material to their particular subject. Students' worksheets relating to the video contain practical exercises on particular subjects. Students can complete real tax forms - the ones they are most likely to meet when they start work. There are also project and discussion topics designed to encourage students to think about taxation in general.

Working with PAYE costs £9.95 (including VAT, postage and packing) from: Inland Revenue Education Service, PO Box 15, Wetherby, West Yorkshire LS23 7EH. Please state whether VHS or Betamax required.



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TES/87

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EDUCATIONAL VIDEOS FROM BT

EXTRA

Video reviews

Year of shelter

Opening Doors
VHS, Destination Productions
Hackney Housing Department, 287
Mare Street, London E8.
Homing In
VHS or Beta
£25 each or £115 inclusive
View to Learning, 35 King Street,
Bristol BS1 4DE.

1987 is the International Year of Shelter for the Homeless. Homelessness, whether due to shifting social patterns, or the reduced amount of cheap housing in the public and private sectors, or both, is on the increase in Britain. 70,000 families are estimated to be homeless at any given time. Whatever strategies evolve to deal with the problem have to begin with the resources available, and then go on to deal with establishing homeless people within the social fabric.

Hackney Council's *Opening Doors* is a puff for the council's own housing department, but could also stand as a

useful teaching aid on the role of any local housing department. We follow a young couple, Sue and Mark, through their first unsuccessful interview with the Housing Advisory Officer ('not enough points') on through Sue's pregnancy and rejection from the parental home to bed and breakfast accommodation, then a hostel, possibilities of short life and hard-to-let accommodation, to the tenancy of their own flat. The repairs, advice, and estate management functions are explained, too.

Opening Doors is well acted, with Sue getting a very convincing whine in her voice when she rejects the unappealing hard-to-let flat. It is properly multi-cultural, with many Afro-Caribbean actors reflecting Hackney's ethnic mix. It is appealing to look at, with some historical footage on Hackney's housing problems in the early part of the century and the building of the now derelict blocks then called 'Heaven in Hackney'. The only problem with it is that it paints too rosy a picture.

On the other hand, *Homing In* contains little information of any kind. The five videos in the series take as their starting point the Pinner Report of 1974 which stressed the need for adequate housing for single parents. The series is aimed at building a good family life, and then they look at the situation of single parent families in Bristol.

The interviewers seem unable to ask any of their single parent-interviewees a question which is not a leading question, nor had they bothered to take any time learning focus or cutting techniques. There is little to hold the eye, and nothing in the repetitious speech to hold the ear. Most lamentably, though adept at whipping up righteous indignation in their own office, the interviewers completely fail when confronting top officials from the housing department. 'And I just wondered - um - you know - whether' is not going to win straight answers from men practised in evasion.

VICTORIA NEUMARK



Professor Zeeman and his daughter test a model of the observation point in de Hoogh's 'An Interior Scene'

In perspective

Geometry and Perspective: Royal Institution Mathematics Master Class
BBC/Open University Production
Unit for the Royal Institution
Available to all I.e.a.s. Schools should contact their local maths adviser for copies or further information.

make the lecture on 'Geometry and Perspective' available to all schools through video. Copies are being sent to local education authorities and all copyright has been waived by the producers, allowing schools to make unlimited duplicates without charge.

The video is aimed at the top 25 per cent in mathematics, but in pre-publication trials, appeal and understanding was found to be much wider. Among fourth and fifth year, the cent of pupils fully understood a

unaided, 30 per cent understood some intervention of the teacher and 60 per cent found sections and for class discussions.

It is divided into three sections of 20 minutes, each supported by mathematical notes and exercises in an accompanying book. The first part explains

vanishing points through illustrations from famous Renaissance paintings. The second explains the 'observation point' through the use of perspective and the best vantage point for studying a work of art.

The third, and most fascinating, part describes Brunelleschi's discovery of perspective in 1420 (or rather rediscovery, since the Romans and Greeks knew all about it first) and Professor Zeeman demonstrates his original experiment involving mirrors and painting of the Baptistry in Florence.

It is a tribute to his persuasive and compelling powers of lecturing that he can command attention through a recorded medium as adeptly as he can from a live audience. That he can step ahead of him when working through theorems. At the end you feel engrossed, entertained and keen to continue with the exercises.

Art, mathematics and science... the beautiful can be the way to the useful.

IAN NASH

In a wheelchair

Does It Talk?
VHS videotape
£30 Institutions; £15 individuals or community groups; £5 and £3 respectively to hire
Community Productions Merseyside, Merseyside Innovation Centre, 131 Mount Pleasant, Liverpool L3 5TF.

A wise old American Indian saying came to mind while watching this tape. It does not judge a man until you have walked a mile in his moccasins. The message of this project was: do not make assumptions about disabled people until you have spent a day in a wheelchair.

Disabled people are shown in this 10-minute video to have a double disadvantage. The world is designed for the able-bodied to move about in, not for those confined to wheelchairs, and the able-bodied assume that people in wheelchairs have an easier time of it precisely because they are always sitting down. With this idea, the young people, with and without disabilities, who took part in this project worked together in scripting, planning, shooting, and editing the video.

The format is well organized. A girl in a wheelchair thanks an able-bodied boy for helping her. But he seems resentful of her gratitude; he tells her that she does not need his help. She

tries to explain how ordinary tasks are difficult for her, but he will not believe her, so she challenges him to spend a day in a wheelchair.

The next day the girl sets up the boy with a wheelchair and a list of things to do. He scoffs at the simplicity of all before he rolls off. Then we are shown how awkward and frustrating each task is: the boy cannot even cross the road because the high kerb gets in the way. He looks vulnerable and is trapped on the road.

Other routine jobs are equally difficult. Shots of the boy's efforts are interspersed with interviews with young disabled people who share their anger at the stupidity and one-sidedness of the able-bodied world. At the end of the day, the able-bodied boy in a wheelchair returns sheepishly from his experiment, having completed few of the tasks on his list. The girl speaks to the camera, telling viewers to consider what they have seen. The purpose of this project is to stimulate discussion about disability. While the sound quality of the video is a bit below par, the content and performances make it interesting enough to fulfil its purpose.

CHRIS VAN ORMOND

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Application forms/further particulars (s.a.e. please) available from The Director of Education and returned to the Headteacher by 1st December 1987.
Education Offices, 379/383 High Street, Stratford E15 4RD. (471185) 110012

SALFORD MODURFIELD COUNTY PRIMARY SCHOOL
Cotton Lane, Salford M50 6JX
Number on roll 216 including nursery.
DEPUTY HEADTEACHER Group 4
Required for January or as soon as possible. The successful applicant will be expected to play a major role in the management of the school. A curriculum development with special reference to Maths, Computer Studies and the use of the school's facilities. Visits welcomed. (Vacancy due to promotion)
LONDON ALLOWANCE £1,215
Application forms/further particulars (s.a.e. please) available from The Director of Education and returned to the Headteacher by 1st December 1987.
Education Offices, 379/383 High Street, Stratford E15 4RD. (471185) 110012

WEST SUSSEX HARTINGHAM COUNTY PRIMARY SCHOOL
Hartingham Road, Horsham BN11 1JH
DEPUTY HEADTEACHER - GROUP 4
Required April 1988 a suitably qualified and experienced teacher, prepared to take a leading role in curriculum and staff development, to join a hard-working team committed to early childhood education. Visits to the school are welcome.
Re-advertisement: Previous applicants will be re-considered. Application forms and further details (s.a.e. please) available from Area Education Officer, Sussex Education Office, Park House, Black Hill, Egham TW20 1JH. Closing date: 4th December 1987. (41555) 110056

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DEPUTY HEADTEACHER - GROUP 4
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SUNDERLAND SOUTH VIEW COUNTY JUNIOR SCHOOL
Shoebury Way, Mainstone
Required September 1988. Main Scale + D Allowance. A suitably qualified and experienced teacher to play a major role in the management of the school. A curriculum development with special reference to Maths, Computer Studies and the use of the school's facilities. Visits welcomed. (Vacancy due to promotion)
LONDON ALLOWANCE £1,215
Application forms/further particulars (s.a.e. please) available from The Director of Education and returned to the Headteacher by 1st December 1987. 110056

WIRRAL METROPOLITAN BOROUGH OF WIRRAL
All applicants will be considered on the basis of suitability for the post regardless of sex, race, age or disability.
FOREMONT PRIMARY SCHOOL
Church Street, Wallasey. Wirral L44 8AF
Required for 1st May 1988 or 1st September 1988. Main Scale + D Allowance. A suitably qualified and experienced teacher to play a major role in the management of the school. A curriculum development with special reference to Maths, Computer Studies and the use of the school's facilities. Visits welcomed. (Vacancy due to promotion)
LONDON ALLOWANCE £1,215
Application forms/further particulars (s.a.e. please) available from The Director of Education and returned to the Headteacher by 1st December 1987. (41984) 110036

WEST SUSSEX MANOR HALL FIRST SCHOOL
Manor Hall Road, Southwick, West Sussex BN4 4NF
DEPUTY HEAD TEACHER
Required April 1988 for this Group 4 School.
Applicants must be enthusiastic, energetic, committed to take an active role in the development of the school. Visits welcomed. (Vacancy due to promotion) - previous applicants will be considered and need not re-apply. 110012

WEST SUSSEX ELM GROVE COUNTY JUNIOR SCHOOL
Littlington, West Sussex GU11 1JH
DEPUTY HEAD TEACHER
Required for April 1988 a suitably qualified and experienced teacher able to cover the whole primary age-range and to take a strong lead in some aspect of the curriculum. Candidates are asked to state any special interest or ability. Application forms and further details are available from the Headteacher, West Sussex Education Office, 379/383 High Street, Stratford E15 4RD. (471185) 110012

NEWHAM BOROUGH OF NEWHAM
An Equal Opportunity Employer
ST. MICHAEL'S R.C. J.M. & I. SCHOOL
Arthur Road, London E6 4EF
Head Teacher: Miss R. Dorka
DEPUTY HEAD TEACHER
Required April 1988
Catholic is required.
The successful applicant will be expected to play a major role in the management of the school.
A curriculum development with special reference to Maths, Computer Studies and the use of the school's facilities. Visits welcomed. (Vacancy due to promotion)
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Number on roll 216 including nursery.
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HAMPSHIRE SOUTH VIEW COUNTY JUNIOR SCHOOL
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Main Scale Incentive A

NEWHAM LONDON BOROUGH OF NEWHAM
An Equal Opportunity Employer
CLIVEN JUNIOR SCHOOL
Artes Road, London E15 0AG
Head Teacher: Mrs E.A. Barrett
Number on roll: 214
TEACHER: LANGUAGE DEVELOPMENT AND BOOKSHOP
Incentive Allowance A (£501) Required as soon as possible. An experienced and enthusiastic teacher to play a major role in the management of the school. A curriculum development with special reference to Maths, Computer Studies and the use of the school's facilities. Visits welcomed. (Vacancy due to promotion)
LONDON ALLOWANCE £1,215
Application forms/further particulars (s.a.e. please) available from The Director of Education and returned to the Headteacher by 1st December 1987. 110038

WIRRAL METROPOLITAN BOROUGH OF WIRRAL
All applicants will be considered on the basis of suitability for the post regardless of sex, race, age or disability.
FOREMONT PRIMARY SCHOOL
Church Street, Wallasey. Wirral L44 8AF
Required for 1st May 1988 or 1st September 1988. Main Scale + D Allowance. A suitably qualified and experienced teacher to play a major role in the management of the school. A curriculum development with special reference to Maths, Computer Studies and the use of the school's facilities. Visits welcomed. (Vacancy due to promotion)
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Application forms/further particulars (s.a.e. please) available from The Director of Education and returned to the Headteacher by 1st December 1987. (41984) 110036

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DEPUTY HEAD TEACHER
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Littlington, West Sussex GU11 1JH
DEPUTY HEAD TEACHER
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Arthur Road, London E6 4EF
Head Teacher: Miss R. Dorka
DEPUTY HEAD TEACHER
Required April 1988
Catholic is required.
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A curriculum development with special reference to Maths, Computer Studies and the use of the school's facilities. Visits welcomed. (Vacancy due to promotion)
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An Equal Opportunity Employer
ST. MICHAEL'S R.C. J.M. & I. SCHOOL
Arthur Road, London E6 4EF
Head

PRIMARY EDUCATION

continued

BEDFORDSHIRE

RAMSGATE JUNIOR SCHOOL
Ramsgate Road, North, Luton.
Tel: 58970.
Required for April 1988, or earlier if possible, a teacher to take a second year class. Applicants should state curriculum interest. Main Scale.
Application forms available from and returnable to the Head Teacher at the above address. Closing date 4.12.87.
Bedfordshire is an Equal Opportunities Employer. (41473)

JUBILEE PRIMARY SCHOOL, Crowden Way, Crossway, Thamesmead, SE28 8JB. Tel: 01-310 2933. Head Teacher: Mr. S. Prynn.

- Two enthusiastic infant teachers required to join a committed friendly team. Initially to take Middle/Upper Infants. Please state curriculum interests. Main Scale.
- Co-ordinator for Infant Department required. An experienced teacher who would be interested in joining an enthusiastic and dedicated staff in a situation where the whole school is being reviewed. An exciting and challenging position where initiative and an ability to lead an infant team would be a distinct advantage. Main Scale, Rate B.

NORTHWOOD PRIMARY SCHOOL, Northwood Place, Yarnnton Way, Erith, Tel: 01-310 2722.

Head Teacher: Mr. K. Morgan.
Full-time teacher required.

SOUTHLAKE PRIMARY SCHOOL, Seacourt Road, Thamesmead, SE2 8UW. Tel: 01-310 0695. Head Teacher: Mr. C.G. Adams.

- Main Scale Junior teacher required - Interest in a specific curriculum area an advantage.
- Main Scale Infant teacher - required.
- Full-time Junior teacher required for maternity cover.
- Part-time teacher required for 40% of full-time service.

All appointments to commence 1st January 1988. Visits to the schools are welcome.

The schools are situated in Thamesmead Town. In certain circumstances housing is available.

Application forms are available from Chief Education Officer for Schools (T.6), Town Hall, Crayford, Kent, DA1 4EN. Please enclose foolscap s.a.s.

Bexley London Borough

CYNFOR SIR DYFED COUNTY COUNCIL

1. YSGOL Y PREBELI, CRYMCH, SA41 3QH PRIF RADDFA BROFFESSIYNOL E7,599-E13,299 AIL-HYSBYSEB

Afhroathraeth i ddygwu CYMRAG/DYMA a chynorthwyo gyda chwaraeon marchod. Bydd diddorddeb yn gweithgareddau'r Udd yn fanteisio.

Chafaelau trwy'r llyso: ynghyd â manylion a gymwystrau a phroffesiwn dau gynhyrchwr Trifflith ar ym 3th Rhagfyr, 1987.

2. PEMBROKE DOCK C.P. JUNIOR SCHOOL, PEMBROKE DOCK, Pembrokeshire, DYFED ASSISTANT TEACHER - MAIN PROFESSIONAL GRADE E7,599-E13,299

Applications are invited from suitably qualified and experienced teachers for the post of Assistant Teacher. The successful applicant will be the Co-ordinator for the first year juniors with special responsibility for Girls P.E. throughout the school. An interest in music/ability to play an instrument would be an advantage.

Application forms are available on receipt of a stamped, addressed envelope from the Area Education Office, St. Thomas Green, Haverfordwest to whom they should be returned no later than 3rd December, 1987.

3. MILFORD HAVEN C.P. JUNIOR SCHOOL, MILFORD HAVEN, Pembrokeshire, DYFED ASSISTANT TEACHER - MAIN PROFESSIONAL GRADE E7,599-E13,299

Applications are invited from experienced teachers to undertake Special Education responsibilities with pupils in the 6-10 age range. An interest in Art and Craft, Theme Teaching and Integrated Methods is essential.

Application forms are available on receipt of a stamped, addressed envelope from the Area Education Office, St. Thomas Green, Haverfordwest to whom they should be returned no later than 3rd December, 1987.

W. J. Phillips,
Director of Education/Cynllunwr Addysg.

BIRMINGHAM CITY COUNCIL

continued

BIRMINGHAM CITY COUNCIL

MAIN SCALE
Infant Class Teacher who is committed to working as one of a team and with a special interest in Music.
HOLDEN FIRST SCHOOL
Colford Road, Sutton Coldfield B75 5SD
Tel: 081-354 2338
Closing date 4th Decem-ber 1987.

For further details con-tact the Headteacher at the School.

The City Council wel-comes applications from all sections of the community irrespective of race, colour, gender, sexuality or dis-ability. (47253) 110040

AVON COUNTY

continued

AVON COUNTY

DOCKERT ROAD INFANT SCHOOL
Doncaster Road, Southmead, Bristol BS1 2PU.
Required from 1 January 1988, as soon as possible, a teacher to teach a class of middle and senior children. As the school is situated in a Social Priority Area, a sympathetic approach to children with learning and be-havioural difficulties is essen-tial. A willingness to accept responsibility for the social and emotional development is ex-pected. Please state special curriculum interest.

Letters of application to the Headteacher should be sent to the above address, giving full c.v., names of 3 referees and details of a stamped addressed envelope.

Application forms are available from the Headteacher at the above address. Closing date 4th Decem-ber 1987.

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BIRMINGHAM CITY COUNCIL

PRIMARY SCHOOL
55, John and Monica Rd. J.I., Chantry Road, Moseley, Birmingham B13 9DW
Tel: 081-449 8888
Main Scale

Required April 1988 or earlier if possible. A com-mitted staff member who is responsible for an infant class. An interest in In-termediate Development would be an advantage. The suc-cessful applicant will be re-sponsible for the school's C.E.C. contract.

Application forms and further details are avail-able from the Chair of Gov-ernors C/o the School.

Closing date Friday 4th December 1987.

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PRIMARY SCHOOL
55, John and Monica Rd. J.I., Chantry Road, Moseley, Birmingham B13 9DW
Tel: 081-449 8888
Main Scale

Required April 1988 or earlier if possible. A com-mitted staff member who is responsible for an infant class. An interest in In-termediate Development would be an advantage. The suc-cessful applicant will be re-sponsible for the school's C.E.C. contract.

Application forms and further details are avail-able from the Chair of Gov-ernors C/o the School.

Closing date Friday 4th December 1987.

The City Council wel-comes applications from all sections of the community irrespective of race, colour, gender, sexuality or dis-ability. (47253) 110040

CAMBRIDGESHIRE

continued

CAMBRIDGESHIRE

CROSDALE INFANTS
Great North Road, Southmead, Bristol BS1 2PU.
Required for Easter 1988 to teach Reception and Middle Infants. Application forms and further details from the Headteacher. Closing date 4 December. (41966) 110040

CROYDON EDUCATION COMMITTEE

WINTERBOURNE JUNIOR GIRLS' SCHOOL
Winterbourne Road, Thornton Heath, CR4 7QT
Tel: 084 3333
Head Teacher: Mrs. C.A. Jones

Required, preferably for January 1988, a middle and enthusiastic teacher to join a very able and hard-working staff. The successful applicant will have a special interest in multi-cultural education.

Application forms are available from Mrs. C.A. Jones at the School. Visits are welcomed.

Salary: Main Grade.
Tenable: Jan. 1988.
(47358) 110040

CROYDON EDUCATION COMMITTEE

ATWOOD JMI SCHOOL
Limpfield Road, South Croydon, Surrey CR2 9EE
Tel: 01-857 7374

An experienced teacher is required for a middle infant class in this two year school.

Applicants should be enthusiastic, have a good knowledge of curriculum and be able to work with a team. The school is a multi-cultural school and we welcome applications from all sections of the community.

Applicants should be able to work with a team. The school is a multi-cultural school and we welcome applications from all sections of the community.

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continued

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Applicants should be

HAMPSHIRE

SCHOOL
Surry County, North Carolina
Surry County RFD, Farmham,
Surry Co. NC 27581
Fixed Comprehensive 11-12
N.C. 1,000
M.A. Degree + B
Required for April 1988
Must be able to be Second in
Maths. Dept. Ability to teach
all subjects. Must be able to
school, up to and including
level. Must be able to
beginning date 4th December
1987.
Please apply to the Head
teacher by letter nominat-
ing a suitable person and enclos-
ing a.c.v. for details.
We pursue a policy of equal
opportunities for all. All appli-
cations particularly welcomed
from people with disabilities.
(15478) 1334

KENT
TEACHING COUNCIL
EDUCATION DEPARTMENT
TEACHING COUNCIL
TREASURY SCHOOL
London Road, Faversham
Kent, ME13 9JG
Required Easter 1988 or
1989. 5 possible, 1 Mathematics
be 2nd in the Maths
Dept. MFG plus teaching
experience. Salary 11,000
plus pension. Further details
and applications from the
(SAE 0100) closing date
December 1987. 1333

**SUFFOLK
COUNTY COUNCIL**
**HOLYWELLS HIGH
SCHOOL**
Lindbergh Road, Ipswich
IP1 2ST

**11-16 mixed comprehensive
1st 863**

**CO-ORDINATOR OF
NUMERACY/SECOND IN
MATHEMATICS**
Main Professional Scale -
Ballowance

An enthusiastic and
energetic teacher, requires
for January or April 1988
second in Mathematics
Curriculum. Co-
ordinator for Numeracy
Programme, built accommo-
dation and a progressive de-
partment.

Application forms and
details obtainable from the
Head at the school. If you
please, closing date for a
selection is 8th December
(14197) 1334

Principal
S EMPLOYER
qualified teachers for the
and otherwise application form
from the Head at the school,
ON
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91245)

main scale + Allowance B or
with Teaching and Community
Candidates will be reconsidered

ALLOWANCE B)
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1. *Journal of the American Medical Association*, 1997; 278: 1039-1044.

COLLEGES OF FURTHER EDUCATION

NOTTINGHAMSHIRE COUNTY COUNCIL
BASFORD HALL COLLEGE
Stockhill Lane, Nottingham
NG6 0NR
Tel: 0533 704541
Lecturer Grade 1 & 2, £6,843 - £11,865 p.a. (under review)
Required for 1st April 1988, or earlier if possible. The post is based at the college main site and involves a wide range of teaching at the BUCKNALL site. The successful candidate will be a graduate with a minimum of 3 years' experience in a similar post. The post holder will be responsible for the development of the college's educational provision in the area of Further Education. The post holder will be responsible for the development of the college's educational provision in the area of Further Education. The post holder will be responsible for the development of the college's educational provision in the area of Further Education.

RICHMOND UPON THAMES

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An Equal Opportunity Employer)
SCHOOL OF TECHNOLOGY
LECTURER I IN BUSINESS STUDIES
Required for 1st April 1988, or earlier if possible. The post is based at the college main site and involves a wide range of teaching at the BUCKNALL site. The successful candidate will be a graduate with a minimum of 3 years' experience in a similar post. The post holder will be responsible for the development of the college's educational provision in the area of Further Education. The post holder will be responsible for the development of the college's educational provision in the area of Further Education. The post holder will be responsible for the development of the college's educational provision in the area of Further Education.

SOUTH GLAMORGAN COUNTY COUNCIL

SOUTH GLAMORGAN COUNTY COUNCIL
RUMNEY COLLEGE OF TECHNOLOGY
Rumney, Cardiff
LECTURER GRADE I IN BUSINESS STUDIES
Required for 1st January 1988, or earlier if possible. The post is based at the college main site and involves a wide range of teaching at the BUCKNALL site. The successful candidate will be a graduate with a minimum of 3 years' experience in a similar post. The post holder will be responsible for the development of the college's educational provision in the area of Further Education. The post holder will be responsible for the development of the college's educational provision in the area of Further Education. The post holder will be responsible for the development of the college's educational provision in the area of Further Education.

SURREY

SURREY
EDUCATION COMMITTEE
NORTH EAST SURREY COLLEGE OF TECHNOLOGY
Reigate, Surrey
LECTURER GRADE I IN BUSINESS STUDIES
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WARWICKSHIRE

WARWICKSHIRE
EAST WARWICKSHIRE COLLEGE OF TECHNOLOGY
Lower Hillmorton Road, Rugby
LECTURER I IN BUSINESS STUDIES
Required for 1st January 1988, or earlier if possible. The post is based at the college main site and involves a wide range of teaching at the BUCKNALL site. The successful candidate will be a graduate with a minimum of 3 years' experience in a similar post. The post holder will be responsible for the development of the college's educational provision in the area of Further Education. The post holder will be responsible for the development of the college's educational provision in the area of Further Education. The post holder will be responsible for the development of the college's educational provision in the area of Further Education.

WEST SUSSEX

WEST SUSSEX
NORTH SURREY COLLEGE OF TECHNOLOGY
Chichester, West Sussex
LECTURER I IN BUSINESS STUDIES
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THE TIMES EDUCATIONAL SUPPLEMENT

FACULTY OF HUMANITIES
Head of Teacher Education
(Ref No. L185/22)
Salary £20,853 - £22,854 inclusive (pay award pending)
PNL offers a wide range of courses and services and is a major provider of educational resources in North London.
There is currently a vacancy for the post of Head of the Department of Teaching Studies and PNL is seeking to appoint a candidate who can give professional leadership to this vigorous and expanding Department which has pioneered the development of Access courses to teacher education and whose student body comprises a majority of mature students, many from ethnic minority groups.
The successful candidate will have a strong commitment to urban education, to the Polytechnic's policies on Access and mature student entry and be able to contribute to the Department's growing reputation for expertise in preparing teachers to work in inner city classrooms. This will entail close knowledge of inner urban education and a sound knowledge of current local and national issues and initiatives. Consolidating and expanding the Department's links with local schools and fostering relations with local authorities, advisers, inspectors and validating bodies will form a major part of the job.
Candidates are sought of appropriate academic standing with relevant experience in teaching and teacher education, either in a higher education establishment or an LEA. The appointee will also play an active role in leading and managing the Department's research and staff development programmes.
Interested persons are invited to contact the Dean of the Faculty of Humanities, John Broad on 01-807 2789 x4041 for an informal discussion.
Application forms and further details are available from the Personnel Office, The Polytechnic of North London, Holloway Road, London N7 8DB, Telephone 01-809 9813 (24 hour answering service).
Closing date for receipt of applications is THURSDAY 3 DECEMBER.
We are an Equal Opportunity Employer and seek to recruit from the whole community. (50882)

COLLEGES OF FURTHER EDUCATION

WEST SUSSEX
CRAWLEY COLLEGE OF TECHNOLOGY
CONINGHAM CAMPUS
LECTURER GRADE I IN BUSINESS STUDIES
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SWANSEA

SWANSEA
UNIVERSITY COLLEGE OF SWANSEA
CHAIR OF EDUCATION AND HEADSHIPS OF DEPARTMENT OF EDUCATION
Applications are invited for the Chair of Education and Headship of the Department of Education in the latter for his years in the post. The successful candidate will be a graduate with a minimum of 3 years' experience in a similar post. The post holder will be responsible for the development of the college's educational provision in the area of Further Education. The post holder will be responsible for the development of the college's educational provision in the area of Further Education. The post holder will be responsible for the development of the college's educational provision in the area of Further Education.

JEWISH EDUCATIONAL LEADERSHIP

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ARE YOU EQUAL TO THE CHALLENGE?
Jewish education is expanding: there are new schools, new courses, new programmes, new opportunities. Its future growth depends on having the right people in senior positions in the schools and in educational administration.
A recent survey indicated that as many as 100 Jewish posts will become vacant within the next three years. It is crucial that the people who fill these posts be equipped - in every way - to meet the challenges of a dynamic Jewish education in a fast changing world.
The Educators Fellowship is an exciting new initiative specifically created to meet this challenge.
Upon award of a Fellowship you will be accorded, on a full or part-time basis and will have the finest resources in the Jewish and general educational world at your disposal through a flexible, individually designed programme. Completion of the course, which will last between one and three years, assistance will be given in career placement.

EDUCATORS FELLOWSHIP

EDUCATORS FELLOWSHIP
Please write or telephone
Meir S. Fackler, Educators Fellowship,
44a Albert Road, London NW4 2SL
Telephone 01-803 5427. All enquiries will be dealt with in confidence.

SHROPSHIRE

SHROPSHIRE
TELFORD COLLEGE OF ARTS AND TECHNOLOGY
Haybridge Road, Wellington, Shropshire, TF1 2NP.
LECTURER I IN COMPUTER STUDIES/INFORMATION PROCESSING
Required for 1st April 1988, or earlier if possible. The post is based at the college main site and involves a wide range of teaching at the BUCKNALL site. The successful candidate will be a graduate with a minimum of 3 years' experience in a similar post. The post holder will be responsible for the development of the college's educational provision in the area of Further Education. The post holder will be responsible for the development of the college's educational provision in the area of Further Education. The post holder will be responsible for the development of the college's educational provision in the area of Further Education.

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SHREWSBURY COLLEGE OF ARTS AND TECHNOLOGY
London Road, Shrewsbury, Shropshire, SY2 6BR
LECTURER II GENERAL STUDIES FOR
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SUTTON

SUTTON
LONDON BOROUGH OF SUTTON
CARLTON COLLEGE OF TECHNOLOGY
Nightingale Road, Carshalton, Surrey, SM5 4JH
LECTURER I IN BUSINESS STUDIES
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THE TIMES EDUCATIONAL SUPPLEMENT

P-N-L
THE POLYTECHNIC OF NORTH LONDON
We are an Equal Opportunity Employer and seek to recruit from the whole community. (50882)

WILTSHIRE

WILTSHIRE
WILTSHIRE COLLEGES
CHIPPENHAM TECHNICAL COLLEGE
Chippenhams, Wiltshire, SN13 3SQ
DEPARTMENT OF MANAGING & BUSINESS STUDIES
Lecturer required in Business Studies and Accounting for January 1988 or as soon as possible thereafter.
Preference will be given to candidates with a Degree or Professional Qualification and relevant industrial experience in the field of management and business studies.
Further details and application forms available from the Personnel Office, The Polytechnic of North London, Holloway Road, London N7 8DB, Telephone 01-809 9813 (24 hour answering service).
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SOUTHAMPTON TECHNICAL COLLEGE

SOUTHAMPTON TECHNICAL COLLEGE
Department of Electrical Crafts and Fabrication
Lecturer I Electrical Section
To teach practical and theory courses to City and Guilds students and assist in the teaching of supplementary electronics (Post No. 324).
Lecturer I Fabrication and Welding
To teach welding craft, pipework engineering, pipework and welding options and other courses offered by Fabrication group (Post No. 311).

STAFFORDSHIRE

STAFFORDSHIRE
COUNTY COUNCIL
(In Association with THE STAFFORDSHIRE COLLEGE OF ARTS AND TECHNOLOGY)
LECTURER I IN BUSINESS STUDIES
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SUTTON

SUTTON
LONDON BOROUGH OF SUTTON
CARLTON COLLEGE OF TECHNOLOGY
Nightingale Road, Carshalton, Surrey, SM5 4JH
LECTURER I IN BUSINESS STUDIES
Required for 1st January 1988, or earlier if possible. The post is based at the college main site and involves a wide range of teaching at the BUCKNALL site. The successful candidate will be a graduate with a minimum of 3 years' experience in a similar post. The post holder will be responsible for the development of the college's educational provision in the area of Further Education. The post holder will be responsible for the development of the college's educational provision in the area of Further Education. The post holder will be responsible for the development of the college's educational provision in the area of Further Education.

BARKING COLLEGE OF TECHNOLOGY

BARKING COLLEGE OF TECHNOLOGY
Organiser for Literacy and Numeracy (Lecturer Grade II)
Applications are invited for the above post, vacant from January 1st, 1988, from graduates with a teaching qualification and Adult Literacy/Numeracy teaching and preferably organising, experience.
Application forms and further particulars are available from: Chief Education Officer, Education Department, Town Hall, Barking, Essex IG11 7LU.
Completed applications should be returned by 2nd December 1987 - Previous applications need not re-apply.

P-N-L

P-N-L
THE POLYTECHNIC OF NORTH LONDON
We are an Equal Opportunity Employer and seek to recruit from the whole community. (50882)

UNIVERSITY OF EXETER

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COMPUTER UNIT
COMPUTING DEVELOPMENT OFFICER (SCHOOL OF EDUCATION)
Applications are invited from graduates with good honours in Education, for the post of Computing Development Officer (School of Education) to commence as soon as possible.
The appointee will be a member of the Computer Unit serving the School of Education and located on the Exeter campus. The post holder will be responsible for the development of the college's educational provision in the area of Further Education. The post holder will be responsible for the development of the college's educational provision in the area of Further Education. The post holder will be responsible for the development of the college's educational provision in the area of Further Education.

DERBYSHIRE

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STEVENAGE COLLEGE

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Department of Engineering Technology
Lecturer in Computer Engineering
The successful candidate will be required to teach Computer Technology subjects including Microprocessor and Digital Techniques. Although specialising in computing, the ability to contribute to the general electronic programme is required.
Salary depending on qualifications and experience within the range £8,843-£13,866 per annum (under review).
Further particulars and application forms are available from the Principal, Stevenage College, Monkswood Way, Stevenage, Herts., SG1 1LA, to whom they should be returned by 4 December 1987. (53348)

WILTSHIRE

WILTSHIRE
WILTSHIRE COLLEGES
CHIPPENHAM TECHNICAL COLLEGE
Chippenhams, Wiltshire, SN13 3SQ
DEPARTMENT OF MANAGING & BUSINESS STUDIES
Lecturer required in Business Studies and Accounting for January 1988 or as soon as possible thereafter.
Preference will be given to candidates with a Degree or Professional Qualification and relevant industrial experience in the field of management and business studies.
Further details and application forms available from the Personnel Office, The Polytechnic of North London, Holloway Road, London N7 8DB, Telephone 01-809 9813 (24 hour answering service).
Closing date for receipt of applications is THURSDAY 3 DECEMBER.
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TAMESIDE

TAMESIDE
TAMESIDE COLLEGE OF TECHNOLOGY
The following posts are available:
LECTURER II, FOOD AND BEVERAGE
LECTURER I, ACCOMMODATIONS
LECTURER I, PERSONAL SERVICES DEPARTMENT
ASSOCIATE LECTURERS (SALARY BAND 1)
ASSOCIATE LECTURERS (SALARY BAND 2)
ASSOCIATE LECTURERS (SALARY BAND 3)
Applications are invited for the above posts, vacant from January 1st, 1988, from graduates with a teaching qualification and Adult Literacy/Numeracy teaching and preferably organising, experience.
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Kent County Council

Kent County Council
Education Department
Mid-Kent College of Higher and Further Education
DEPARTMENT OF LANGUAGE AND GENERAL EDUCATION
Lecturer Grade I in Sport and Leisure Studies
Applicants are invited for the above post to teach on 14/15 Sport Studies, and Recreation and Leisure courses, as well as general sports servicing. Applicants should have the necessary physical education qualifications and appropriate teaching experience. It is possible that training will be given via the College, for the successful applicant to develop further his/her knowledge and experience of the leisure industry.
Starting date: 1 April 1988 or as soon as possible before that date.
Salary scale: £6,843-£11,865
Further details and an application form available from the Principal, Mid-Kent College of Higher and Further Education, Horsted, Maidstone Road, Chatham, Kent ME5 8UG, to whom completed applications should be returned by Friday 27 November 1987. (52158)

College of St Mark and St John

College of St Mark and St John
International Education Centre
LECTURER/SENIOR LECTURER
Applications are invited for a contract post (Lecturer to Senior Lecturer) up to 3 years in the first instance available in the International Education Centre from graduates with extensive and recent teaching experience, and with appropriate post-graduate qualifications, including a higher degree.
The successful applicant will be required to contribute to various aspects of the work of the Centre, including initial and post-experience teacher education in EFL/ESL, and to undertake course leadership responsibilities.
The work of the Centre currently includes a range of undergraduate and postgraduate ESLEFL - related teacher education programmes (including a Masters Degree course in TESOL), specialist short courses and general English, study skills and ESP courses. The Centre also publishes a journal 'Reading in a Foreign Language'.
Applications by 21st December, 1987 to: The Director, International Education Centre, College of St Mark and St John, Derford Road, Plymouth PL8 8BH.
Further details are available from the International Education Centre, address above, or Telephone: (0752) 777188 Ext. 310. (52128)

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Starting date: 1 April 1988 or as soon as possible before that date.
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ADULT EDUCATION
continued

SHROPSHIRE

PROBATION SERVICE
TEACHER - Salary according to Lecturer 1 (pay award pending).
Applications are invited for a post in the Shropshire Day Centre, which provides programmes for adult education as an alternative to custody. The successful applicant should be qualified to teach Domestic Science, Art and Craft and in addition be able to undertake formulation and development of the activities offered by the centre.
Conditions of Service are broadly as for the Probation Service.
Informal enquiries, application forms and further details from Matthew Johnson, SPO, 25 - 27 Napier Road, Luton, Beds. LU1 1RV. Tel: (0525) 455123.
Closing date for applications: 4 December 1987.
Shropshire Probation Service is an Equal Opportunities Employer.
(47153) 380000

Youth and
Community Service

CARDIFF

NATIONAL COUNCIL OF JETACED WORKERS
Required as Co-ordinator for a permanent post based on a full-time basis. The successful applicant will be responsible for the administration, planning and development of the Jetaceted Scheme, within the Cardiff & District Area. Must be qualified Teacher of Youth Studies.
Salary £10,900.
Full details apply: Ann Mason, Local Authority House, 27 Church Road, Whitehall, Cardiff CF4 2JX. Tel: (0222) 628744. (47140) 440000

DERBYSHIRE

COUNTY COUNCIL
Please see composite advert under secondary on page 81.
(10657) 440000

MID-SURREY
ADULT EDUCATION INSTITUTEHead of Centre/
Tutor Organiser
Lecturer Grade II

Salary Scale £8,696-£13,666 plus C309 London Fringe Area Allowance.
Required after Easter 1988.
Applications are invited from suitably qualified teachers who will be expected to have Adult Education experience and to demonstrate management and organisational skills.
There is a limited teaching commitment to this post.
The job offers considerable scope for a person with imagination, enthusiasm and drive to organise and develop the expanding provision of courses in the Epsom and Ewell area.
Generous relocation expenses are payable in approved cases. An improvement to the relocation scheme is under review and, if approved, the scheme will be applied to this appointment.
Temporary housing may be available.
Application form and further details available from The Principal, Dene Street, Dorking, Surrey, RH4 2BZ. Telephone: Dorking 883351.
Closing Date 4 December 1987.
(53348)

EDUCATION DEPARTMENT
YOUTH AND COMMUNITY EDUCATION
SERVICE

HERE IS AN OPPORTUNITY.....
to be involved in a team as a professional youth and community worker addressing the needs of young people in a multi-cultural urban borough as part of its statutory provision.

DEPUTY WARDEN

Vicage Youth Centre
JNC Level 2 commencing at £10,200 plus L.W. £1,815.
This Centre serves a wide catchment area and has a well established membership and high level of attendance. The part-time staff on the team have wide interests and experience. This vacancy gives a unique opportunity to develop this Centre for young people's needs in

Newham Council is committed to an equal opportunities policy. This means that the Council is committed to ensuring that no job applicant or employee will receive less favourable treatment on the grounds of race, sex, marital status, age, sexual orientation, disability or is disadvantaged by condition of requirements which cannot be seen to be justifiable.
All jobs are open for job seekers, unless otherwise stated.

CAMBRIDGESHIRE
(AN EQUAL OPPORTUNITY
EMPLOYER)
CITY OF CAMBRIDGE
EDUCATION DEPARTMENT
BURNHAM F.E. LECTURER

We require a suitably qualified and experienced person to continue the development of the Burnham F.E. Centre as a major Community Education Centre in central Cambridge. The successful applicant will be expected to undertake development work throughout the community.
This is a Re-advertisement and previous applicants will be considered.
Further details and an application form are available from the Senior Area Education Officer, Cambridge City Council, 100, The Cornhill, Cambridge CB2 3RQ. Tel: (0223) 310101. Ext. 297. It is situated by the River Cam.
(41575) 440000

HUMBERSIDE

DUKE OF EDINBURGH'S AWARD SCHEME ORGANISER
£11,000 - £12,200 (subject to revised grading structure).
An opportunity exists for a suitably qualified person with appropriate experience in time working with a team of part-time workers. You will be responsible for the administration, planning and development of the Duke of Edinburgh's Award Scheme, within the Humberside & Cleveland two geographical areas of the County. You may also be called upon to advise on the scheme on a County basis. You will work from the Young Service Centre, Honeysuckle Road, Grimsby. Application form and further details from: The Director of Education, Staffing Section (R0527W), County Hall, Beverley, 48A (2nd floor). Closing date: 4.12.87.
Humberside County Council working towards Equal Opportunities. (41574) 440000

GRAMPIAN
REGIONAL COUNCIL
EDUCATION
DEPARTMENT
CO-ORDINATOR
Tilly Youth Project

Salary Scale £11,805 - £12,487 (from 1.2.88 £12,075 - £13,188).
Required for this four year project (which has 5% years left with a possibility of future funding), sponsored by Grampian Regional Council and funded under Urban Aid based in Tillymore, Aberdeen.
Applicants should hold a Diploma in Youth and Community Work or equivalent with substantial experience of working with young people between 14 and 25. Responsibility for overall direction and policy of the Project as defined by the local management committee. Skills in administration, supervision and staff are essential.
The Project encourages young people to take responsibility for their own management and direction of the Project.
Further information from Margaret Smith, Community Education Officer, Aberdeen 495559.
Application forms from Director of Manpower Services, Woodhill House, Aberdeen AB9 2LH. Telephone 01506 628881. Closing date for applications: December 4th. Ref: 990/87 TES. 440000 (41507)

Further details and application forms are available on receipt of a s.e.e. from Mr. Cook, Acting Principal at the college. Closing date: 1st December. 440000 (41975)

Required for an inter-city community college in a multi-ethnic area. This work involves development of a multi-ethnic community and community groups together with a curriculum. Thereafter an experienced and enthusiastic community worker who is required from January 1st 1988 or as soon as possible thereafter.

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HAMPSHIRE
ALTON COLLEGE
BORDEN AREA YOUTH
WORKER

Salary Scale £10,200 - £13,400.
Applications are invited from suitably qualified persons. Duties include providing professional support for part-time life staff and voluntary staff in Borden and the surrounding area. The successful applicant will be expected to have contact with young people outside existing youth provision.
Applications, including a s.e.e. and names and addresses of two referees, should be sent to the Principal, Alton College, Bordon, Hampshire GU24 2LX. Closing date 1st December 1987.
The County Council pursues a policy of equality of opportunity for all its employees and is particularly interested in the employment of people with disabilities. (25010) 440000

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DORSET COUNTY YOUTH SERVICE
OUTREACH WORKER
POST - POOLE

Applications are invited for the post of Outreach Worker in Poole. This post concerns work with unemployed young people in the Poole area with particular reference to those on Youth Training Scheme who are also responsible for the operation of "Drop-In" Centre in the Town Centre. The successful applicant will be a qualified Youth and Community Worker who has demonstrated good youth service experience and an appetite for hard work, innovation and a flexible and co-operative approach to work both with young people and adults in a team setting.
Salary Scale JNC level 2 Points 3 to 11. Available given with removal and disturbance expenses to approved cases. For informal discussion about the post, further particulars and application forms, please contact the Area Youth Officer, Ken Parthen, at 3 Park Road, Poole, Dorset BH15 2SL. Telephone (0202) 743800 Ext. 1057.

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LEICESTERSHIRE
COUNTY COUNCIL
(An Equal Opportunity
Employer)
JOHN ELLIS COMMUNITY
CORPORATION
CORPORATION ROAD,
LEICESTER LE4 5PW
COMMUNITY TUTOR
(OUTREACH)

Salary - Burnham F.E. Lecturer 1.
Required for an inter-city community college in a multi-ethnic area. This work involves development of a multi-ethnic community and community groups together with a curriculum. Thereafter an experienced and enthusiastic community worker who is required from January 1st 1988 or as soon as possible thereafter.

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L.E.A.
ADMINISTRATION
continued

Applications are invited for the post of Outreach Worker in Poole. This post concerns work with unemployed young people in the Poole area with particular reference to those on Youth Training Scheme who are also responsible for the operation of "Drop-In" Centre in the Town Centre. The successful applicant will be a qualified Youth and Community Worker who has demonstrated good youth service experience and an appetite for hard work, innovation and a flexible and co-operative approach to work both with young people and adults in a team setting.
Salary Scale JNC level 2 Points 3 to 11. Available given with removal and disturbance expenses to approved cases. For informal discussion about the post, further particulars and application forms, please contact the Area Youth Officer, Ken Parthen, at 3 Park Road, Poole, Dorset BH15 2SL. Telephone (0202) 743800 Ext. 1057.

Further details and application forms are available on receipt of a s.e.e. from Mr. Cook, Acting Principal at the college. Closing date: 1st December. 440000 (41975)

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EDUCATION DEPARTMENT

Registrar
Carshalton College
of Further Education

£13,620 - £14,628 inc.

We are looking for a Registrar who will be responsible to the Principal for the administration of Carshalton College of Further Education. This will include overseeing the work of all non-teaching staff in the College and in addition the direction and co-ordination of the day-to-day work of the college office, and responsibility for the recruitment of all non-teaching staff and any related personnel matters.
As a member of the College's senior management team you will make an active contribution to the operation and running of the College including development of such areas as the introduction of new technology; responsibility for financial and budgetary controls; and supervision of college maintenance issues.
In order to match our requirements you will need substantial experience in administration at a senior level. This combined with your excellent management and communication skills will make you an ideal candidate, so come and join us in a Further Education College where your expertise really counts.

APPLICATION FORMS AND FURTHER DETAILS OBTAINABLE FROM:
THE PRINCIPAL, CARSHALTON COLLEGE OF FURTHER EDUCATION,
NIGHTINGALE ROAD, CARSHALTON, SURREY SM6 2EJ. TEL: 01-847 0021.
CLOSING DATE: 4 NOVEMBER 1987. (66333)

LONDON BOROUGH OF
SUTTON
AN EQUAL OPPORTUNITY EMPLOYER

HAMPSHIRE

Assistant Area Education Officer

Southampton Area

£17,970 - £19,194 (from 1st February 1988)

The role involves:-

- Being responsible to the Area Education Officer for the management of Secondary Schools, Sixth Form Colleges and the Institute of Community Education;
- Membership of the Area Management Team, the role of which is the co-ordination and appropriate implementation of all policy matters relating to Southampton Area;
- A leading role in secondary/special schools re-organisations, grievance/disciplinary cases and governing bodies;
- Chairing case conferences, panels, meetings and representing the Area Education Officer in interdisciplinary groups.

We want candidates who:-

- Are qualified teachers;
- Have experience of working in Education Administration, although applications from teachers wishing to start a career in education Administration will also be welcome;
- Are good communicators, both orally and in written communication;
- Have a wide appreciation of the issues which set the professional agenda for education administrators and knowledge of local and government initiative;
- Have strong interpersonal skills to promote an effective team approach both within the Area Office and among schools in the Area.

We pursue a policy of equality of opportunity. Applications are particularly welcome from people with disabilities.

Further details and application forms are obtainable from the Education Personnel Unit, The Castle, Winchester, SO2 8UG. Telephone: Winchester (0962) 841841 Ext. 455 quoting reference CE 04003. Closing date 4th December 1987.

Changing Standards
in Education
-the challenge for you-

There's a challenge in education at Brent that's hard to match elsewhere. Our overriding belief in the need to establish higher standards for our pupils, and to combat discrimination at all levels, has created an Education Department committed to change.

We are now looking for more experienced professionals to strengthen our forward-looking team.

Education Officer - Schools

£23,322 - £25,518 incl.

A senior role with managerial responsibility for the Schools Branch, including the development and implementation of current policies to meet the needs of pupils, parents and teachers alike. It calls for a clear understanding of key education issues, plus a strong belief in the central role of education in tackling discrimination.

You will need an impressive background in teaching and administration, together with experience of resource planning and allocation, staff selection, and negotiation. The ability to initiate policies at a high level and to establish good community links is vital. Ref: E/16.

Assistant Education Officer -

Special Needs

£19,371 - £20,568 incl.

A high-profile role ensuring pupils at special schools receive the sort of education they need, and the improved life chances they deserve. Good administrative, resource planning and management experience, together with a real interest in educational needs are essential.

You must have good communication skills, initiative plus the ability to motivate staff and maintain financial control. You will need to co-ordinate assessment and placement procedures and to prepare regular reports. Above all, you must have a single-minded approach to providing the best possible service to our pupils. Ref: E/474.

Assistant Education Officer -

Planning and Research

£18,168 - £19,371 incl.

A new post heading up a team initially involved in a major re-organisation exercise for secondary and further education. Your role is to undertake detailed planning and administration for this project, providing a research and information service for the Department. You will also be involved in consultations, public relations, alternative policy proposals and financial control.

A professional management and/or education qualification is desirable and you will need good organisational and negotiating skills together with an in-depth knowledge of recent changes affecting education. A confident, articulate and professional approach, plus a commitment to equal opportunities are essential. Ref: E/961.

We particularly welcome applications from women and black people in accordance with Section 38(1)(b) of the Race Relations Act 1976, and Section 48(1)(b) of the Sex Discrimination Act 1976.

Brent is an Equal Opportunities Employer. Applications are welcome from candidates irrespective of race, nationality, ethnic or national origins, age, marital status or gender and from lesbians and gay men and disabled persons.

Application form and job description from the Personnel Division, Room 1, Brent Town Hall Annex, Kings Drive, Wembley, Middlesex HA9 9BR, returnable by 11th December 1987. Telephone 01-903 0371 (24 hour Answerphone Service).

As a result of major changes in the structure of the Education Department in Northamptonshire there is a vacancy in one of the newly defined senior posts as part of the management of resources sector of the organisation:

SENIOR ASSISTANT EDUCATION OFFICER (SAEO)

(Property & Services)
PO 48-52; £15,786-£22,068 Post No. D2
Re-advertisement

The SAEO (Property & Services) is responsible for the work of the Branch in the planning of accommodation needs and the implementation of the Capital Programme, adaptations to education buildings, equipment and joint use agreements with other agencies. The ongoing responsibility for the effective operation of accommodation in use includes the Catering, County Grounds, Supplies and Health and Safety at Work Services.

Applications are sought from those with management experience in local government, the Health Service or the public utilities, and with membership of an appropriate institute, property qualification or a substantial teaching management background.

The post is located in Northampton House, Northampton; car mileage allowance will be paid; assistance with removal and resettlement expenses will be given.

Further details and application form are available from: the County Education Officer, Ref. G/ST/VS/D2, Finance Branch, Education Department, Northampton House, Northampton NN1 2HX. Telephone: (0804) 256372.
Closing date: 4 December 1987.



Northamptonshire
welcomes applications regardless of marital status, sex, race and disability.

L.E.A. ADMINISTRATION continued

Secretary for Education: Mr N W Barr
Applications are invited for the new post of

**Further Education Staff Development
Co-Ordinator**

starting from 1st April 1988.
The salary will be in accordance with the
Senior Lecturer scale:
£12,615-£15,873 (under review).

An application form and further details of the post may be obtained from the Secretary for Education (FE), County Hall, Truro TR1 3BA, to whom completed applications should be returned within two weeks of the appearance of this advertisement.
Interviews will be held in
January 1988.



**CORNWALL
COUNTY COUNCIL**
EDUCATION COMMITTEE

Advisory Teacher (Evaluation of Curriculum Development and In-Service Training) Main Scale Plus D Allowance

The Authority is expanding its support for curriculum development and is seeking an Advisory Teacher (Evaluation), with experience in Primary Schools, to assist the recently appointed Co-ordinator for Evaluation. The post is available from 1 April 1988.

Applicants should have an interest in evaluation theory and practice, together with appropriate experience of contributing to curriculum development, INSET or evaluation, at school or classroom level. The authority offers a generous relocation package. Further details and an application form are available from the Education Staffing Section, County Hall, Hertford, SG5 8DF, or by telephoning Hertford 555827. (Reference HR/56/TES/). Applications should be returned no later than December 1987. Interviews will be held on 7 January 1988.



**Hertfordshire
County Council**
An Equal Opportunity Employer

L.E.A. ADMINISTRATION continued

**DIRECTORATE OF EDUCATION
CAREERS SERVICE**

**Senior
Careers Officer**
(Information Services/Able Pupils)
Salary £10,704 - £11,385
per annum inclusive

We are looking for a committed and determined professional with sound previous experience in the Careers Service. The postholder will be responsible for the Information Services we provide and will be expected to undertake work with able pupils in schools.

The post is based at the Careers Centre in Bexleyheath. A casual user car allowance is payable and the Council offer a generous relocation package if appropriate.

Application form and further details available from: Educational Services Secretary, Town Hall, Crayford, Kent, DA1 4EN (Tel: 01-303 7777, Extn. 3848/3847). Closing date 4th December, 1987.

Bexley
London
Borough

**ROTHERHAM
METROPOLITAN BOROUGH
COUNCIL**
Equal opportunities
employer
EDUCATION
Post Ref: ED. 10
PRINCIPAL ASSISTANT
(FURTHER EDUCATION)
PO 48-52; £11,385-£15,868 -
£17,274

Applications are invited for this fourth tier post to support the Assistant Director in the management of the responsibilities of the Further Education Branch. The authority is looking for a candidate who has the qualifications, experience and ability to assume responsibility for professional matters relating primarily to Colleges of Further Education and the Youth Training Scheme.

Closing date: 2nd December 1987.
Applications by letter, stating full details and names and addresses of two referees for reference to the Director of Education, Norfolk House, Walker Place, Rotherham, from whom further details of the post can be obtained. The post holder will be expected to undertake work with able pupils in schools.

**HAMPSHIRE
CAREERS SERVICE**
Careers Adviser (Further Education). Salary up to £15,868.
Applications are invited from experienced Careers Advisers for vacancies that exist at Eastleigh College of Further Education and Brookhurst Tertiary College.

The postholder will provide a careers education, guidance and advice service to students attending the college to which they are appointed. Generous relocation expenses up to a maximum of £4,500 for professional fees together with a mortgage subsidy scheme are available in appropriate circumstances.

We pursue a policy of equality of opportunity. Applications from people with disabilities are particularly welcome. Full details and an application form are available from the Careers Service HQ, Education Department, The Castle, Winchester, SO9 8UC or telephone Winchester 841841, Ext. 519. Closing date: 10th December 1987.
Closing date for applications 4th December 1987.
(47547) 480000

GENERAL ADMINISTRATION

Department of Education and Science

HM Inspectors of Schools

Applications are invited from men and women, preferably aged between 35 and 45, for appointment in England as HM Inspectors. HMI inspect educational institutions as part of both general and specialist assignments and provide advice to the Department and throughout the education system.

Current vacancies are for specialists in:

Further and Higher Education

For all these posts appropriate academic and professional qualifications are required together with substantial teaching and industrial/commercial/professional experience. Successful candidates are expected to work across the full range of provision in further and higher education and should preferably have acquired experience at a level of at least principal lecturer/head of department.

Art and Design: Ref. 10/88

Applicants should have a broad interest in art and design together with teaching experience in one of the following areas: ceramics, photography and textiles.

Business and Management Studies: Ref. 11/88

Applicants should have teaching experience in one of the following areas: management or business studies and public administration, preferably up to degree and/or post-experience level. Evidence of practical experience in commerce/industry will also be looked for.

Construction: Ref. 12/88

Applicants from chartered civil engineers with both teaching and industrial experience would be welcomed. Applicants should have a broad interest in all aspects of construction education.

Education and Training: Ref. 13/88

Applicants should have experience of adult and/or youth education and training including the government initiative schemes such as PICKUP, REPLAN and the YTS.

Engineering: Ref. 14/88

Applicants should have a broad interest in all aspects of engineering and should have teaching experience in either further or higher education in electrical engineering or mechanical engineering.

Humanities: Ref. 15/88

Successful applicants will be expected to work across the full range of education provision in the humanities, although the emphasis will be on work in higher education. Specialist experience in one of the following will be essential: English; geography; modern languages; philosophy.

Science: Ref. 16/88

Applications are sought from physicists and biologists, preferably with experience of teaching in higher education. Experience of textiles/leather technology could be an advantage.

Starting salary for all posts is within the range £18,786-£25,335. Relocation expenses of up to £5,000 may be payable.

Application forms (to be returned as soon as possible and not later than 27 November 1987) and further information may be obtained from Mrs S Willis, Department of Education and Science, 39 York Road, LONDON, SE1 7PH. Telephone: 01-934 0799, 0798, 0800.

The Civil Service is an Equal Opportunity Employer.

CENTRAL AREA DEPUTY AREA CAREERS OFFICER

Salary Scale S01 £11,070 - £12,075

An experienced Careers Officer is required for the above post, based in Norwich. The post-holder is expected to play a part in the management of the Central Area operations, in addition to County-wide computer support duties.

Essential car user allowance is attached to this post. A car lease scheme, etc., is also available.

Application form and further details on receipt of s.a.e. from the County Education Officer, Room 5, County Hall, Martineau Lane, Norwich NR1 2DL. Closing date 4th December 1987.

Norfolk County Council

Area Inspector

£24,060-£25,560 North East Surrey

To be responsible for the work of the Inspectorate team in schools and colleges in the North East Area of Surrey. This involves organising the general work of 8 inspectors, inducing and training new colleagues and working with the Area Education Officer and his colleagues to support the work of schools and colleges in the Area.

This post requires experience of advisory work in a Local Education Authority as well as relevant and successful teaching experience and experience of leading adults.

Further details and application form from: Education Dept. (NTP Section), County Hall, Kingston upon Thames, Surrey KT1 2DJ. Tel: 01-541 9590. Quoting Ref: NTP 111. Closing Date 14.12.87. (50680)



**SURREY
COUNTY COUNCIL**

EDUCATION AND RECREATION DEPARTMENT

Administrative Officer (Special Services)

Scale SO.1 Salary £11,808 - £12,543 p.a. inclusive of London Weighting.

Do you have experience with and sympathy for people who are having difficulties with their children's education? Can you work in a calm and flexible way under pressure?

We have a vacancy for someone with these qualities to head a section which deals with special education and education welfare.

Ideally, you will be knowledgeable about

- special education and associated legislation
- social security benefits systems
- computer systems

For an informal chat, contact Dana Edwards on 01-645 3288.

For an application form and job description contact the Director of Education and Recreation, Crown House, London Road, Morden, Surrey SM4 6DX. Please quote ref. E.063.

Closing date: 4th December, 1987. (50670)

LONDON BOROUGH OF

merton

Merton is an Equal Opportunities Employer.
All applications will be considered on their merits.

ASSISTANT DIRECTOR OF EDUCATION

(Further Education)
£20,628 (4 x £168) - £22,692

Should have appropriate teaching experience, local authority educational administration and wish to join the service of a County Council with a high commitment to its Education Service.

The duties will primarily be concerned with the administrative and development of post 16 facilities in the County, particularly the Authority's Colleges of Further Education.

The post carries an essential car user allowance and the County Council operates a scheme of relocation expenses. Application forms and further details are available from the Director of Education, County Offices, Matlock, Derbyshire DE4 5AG; Tel Matlock 580000 extension 6425. Closing date: 4 December 1987.

The Council's policy is that all people receive equal treatment regardless of their sex, marital status, sexual orientation, race, creed, colour, ethnic or national origin, or disability.

**DERBYSHIRE
County Council**
Supports Nuclear-Free Zones

Education Department
For the summer
term 1988

COUNTY CURRICULUM ADVISER FOR PHYSICAL EDUCATION

East Sussex
East Sussex has a strong advisory service and a tradition of positive curriculum and staff development in schools and colleges. The post offers an excellent opportunity for candidates with successful experience in teaching. Experience of work in the advisory service would be an added advantage.

The successful candidate will have a strong commitment to Physical Education and will be expected to display enthusiasm and vision and to give clear leadership at a time of rapid change in education.

All Advisers are encouraged to contribute to the wider tasks of the advisory service and will need to work closely with other advisory staff.

Salary for the post Southbury Advisers (13-16) £20,751 - £22,251.

Relocation grants in approved cases.

Application forms and further details from County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG.

Please quote reference PNT/MEI and enclose a large SAE.
Closing date: December 11.
East Sussex is committed to equal opportunities. (50688)



East Sussex



City of
Coventry

EDUCATION DEPARTMENT

GROUP CO-ORDINATOR

Salary: £16,500 (Headteacher Group 3)

The Group Co-ordinator will work with groups of schools in the Eastern Area of Norfolk and will assist those in developing significant initiatives in curricular and methodology. Applicants should be enthusiastic and experienced teachers in rural primary schools who have the ability to lead curriculum thinking and implementation. Headship experience in a small rural Primary School will be an advantage.

Norfolk is one of the small number of Local Authorities approved by the DES for funding under Education Support Grant arrangements.

The appointment will date from 12th April 1988.

Please send a stamped addressed foolscap envelope for application form and further details to County Education Officer, Room 32, County Hall, Martineau Lane, Norwich NR1 2DL. Closing date: 4th December 1987.

Norfolk County Council

SECONDARY HEADS ASSOCIATION

Including the Headteachers' Association
of Scotland, The Girls' Schools Association
and the Headmasters' Conference

GENERAL SECRETARY

Applications are invited for the post of General Secretary of SHA on the retirement of Mr. T.P. Snape, JP, MA, with effect from 31st August 1988. The salary offered is negotiable, but not less than £32,000 with other benefits, and is subject to periodic review.

With over 6,000 Heads and Deputies in membership, the Association covers the majority of maintained and independent secondary schools in the U.K.

Applicants should be organisers and communicators with substantial experience in education, able to promote and effectively publicise the policies of the Association and lead it through an exciting and challenging period of development and expansion, including the establishment of a new Headquarters.

Application forms and further details may be obtained from the Honorary Secretary, S.H.A., Chancery House, 107 St. Paul's Road, Islington, London, N1 2NB.

Closing date for applications: 14th December 1987. (52132)

County of Avon Education Service
BRUNEL Brunel Technical College

CHIEF ADMINISTRATIVE OFFICER (PO 3-6)

(re-advertisement)

Applications are invited for the post of Chief Administrative Officer and Clerk to the Governing Body which is available from 1 January 1988. Applicants shall have appropriate managerial experience, preferably in a large educational institution. This demanding role will require a person with a high level of ability commitment, initiative and flexibility.

Salary
PO (3-6) £13,152-£14,301 p.a.

Further information and application forms (to be returned by 1 December 1987) from Personnel Officer, Brunel Technical College, Ashley Down, Bristol, BS7 9BU, quoting Reference 87/58/2.

(52104)

Education
Senior Clerk (Governors)
£8,790-£9,654 p.a.
(£8,988-£9,873 p.a. w.e.f. 1.2.88)

Required in the Ashfield Area Education Office, a regular part of the duties will be to attend evening meetings of Governors, taking compensatory time off in lieu by arrangement. The postholder (male or female) will be expected to provide Governors with advice and information on the practices of the Authority and will be responsible for the correct recording and actioning of minutes. Recent service in advising meetings and of contact with the public would be an advantage.

Application forms and further details are available from the Area Education Office, County Offices, Station Road, Sutton-in-Ashfield, Notts. NG17 5JA. Closing date 7 December. Please quote ref. 148.

An Equal Opportunity Employer.

**Nottinghamshire
County Council**
County Hall, West Bridgford
Nottingham NG2 7QP

- A sound knowledge of the teaching profession and/or educational systems.

Confidential enquiries and written applications should be addressed to
Mr Iain McGibbon, Deloitte Management
Consultants (NZ) Ltd, PO Box 3348, Wellington,
New Zealand, Ph (04) 723-987.

Haskins Se

Management
x 3348, Wellington,
87.

**Deloitte
Haskins + Sells**
gement Consultancy Division

